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ABSTRACT

This new plan is the result of an examination of previous efforts by the State of Maryland to achieve a more representative racial balance in Maryland's public institutions of higher education. It is intended to: (1) eliminate vestiges of former racial dualism in Maryland's public higher education institutions; (2) increase minority and other-race presence on campuses, with particular emphasis on enhancing and not diminishing opportunities for blacks as students, teachers, workers, and decisionmakers throughout the system; and (3) assure an expanded role for blacks and other minorities in positions of educational leadership such as trustees, presidents, deans, department heads, and faculty members. The plan itself covers the following topics at the statewide segment and institutional levels: student composition, employment composition, financial aid, administrative coordination, program cooperation, programmatic goals, projections of racial composition, timetables, and monitoring mechanisms. Appendixes include segment-wide and institutional data, a report on student financial aid, additional institutional data, and comparative data on predominantly black and white institutions. (Author/PG)

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Maryland Plan
for Completing the Desegregation
# of the Public Postsecondary
Education Institutions
n the State

February 1974

d Addendum, May 1974

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February 1974 7

MARYLAND PLAN
FOR COMPLETING THE DESEGREGATION
OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS
IN THE STATE

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GOVERNOR'S TASK FORCE
FOR DEVELOPING THE
MARYLAND PLAN FOR COMPLETING THE DESEGREGATION
OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS
IN THE STATE

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STATE OF MARYLAND
EXECUTIVE DEPARTMENT
ANNAPOLIS, MARYLAND 21404

MARVIN MANDEL
GOVERNOR

February 5, 1974

Mr. Peter Holmes
Director, Office for Civil Rights
Department of Health, Education
and Welfare
Office of the Secretary
Washington, D.C. 20201

Dear Mr. Holmes:

The State of Maryland transmits herewith its Plan for Completing the Desegregation of the Public Post-Secondary Educational Institutions in the State. This Plan was presented to me on January 18 and has the full approval of my office. The document was prepared by a twelve-member biracial task force appointed by me on July 30, 1973, with Dr. Wesley N. Dorn, Executive Director, Maryland Council for Higher Education, and Dr. King V. Cheek, Jr., President of Morgan State College serving as chairman and vice-chairman, respectively.

It is my belief that this response demonstrates that Maryland is operating in good faith and making substantive progress in completing desegregation of public higher education. Therefore, Maryland presents this document as evidence of its compliance with the Court Order.

I can assure you that the Task Force pursued its task diligently over the past six months. Notable among the many deliberative sessions, was a public hearing held on January 7, 1974 to receive testimony from the public. Many of the suggestions presented at this session were incorporated in the final draft.

This Plan outlines several major commitments to which I will call particular attention. Chief among these is the development of a firm structure establishing the central responsibility for coordinating and monitoring the effective implementation of the Plan through 1980 and beyond. In vesting this statewide responsibility with the Maryland Council for Higher Education, I am concurrently providing the Council specific increases in operating funds in the Fiscal 1975 State Budget, including the authorization of a new top level position and other supportive staff to insure effective implementation within the segments and among the institutions.

Another major feature is the inclusion of projections of racial composition for each of the public institutions, indicating what the thrust of the elements of the Plan should achieve by 1980. These projections in no way constitute racial quotas for 1980 or any other year.

The formal submission as of this date marks only a beginning. Among many features outlining the document's on-going operational affect, was the establishment two weeks ago by the Maryland Council of a special public task force charged with the responsibility of proposing future policies and programs for enhancing the role and image of the predominantly black public colleges in the State. This nine-member biracial group will specifically work to insure equitable relationships for these institutions as complete desegregation takes place in the coming years.

I am fully aware of the fiscal requirements of this Plan. I am equally cognizant that Maryland, like all other states, faces an uncertain economic future over the next several years. My FY '75 Budget presented to the Maryland Legislature was, by necessity, the most austere since 1970. I appreciate the recognition by the Desegregation Task Force of the necessity to fund the Plan in stages through the full time period of implementation. Therefore, the FY '75 Budget and recent Executive action reflects these major commitments:

1. An Administration proposal (S.B. 439 - 1974 Session) to completely reform the State's archaic student financial aid program. The effect will be to redistribute the present 4.6 million dollars solely on the basis of demonstrated student financial need at the institution, and will require $800,000 in new funds in FY '76.

2. A one-fourth to one-third increase in "other-race" and apprenticeship and industrial training programs in the FY '75 Budget. Since 1970, I have allocated $1,324,000 to the "other-race" grant program.

3. Authorization for new positions and operational funds among the public institutions and segments as exemplified by the special allocations to the Maryland Council as previously stated.

4. Depending upon the availability of additional funds, consideration for supplementary funding contingent upon the acceptability of this Plan by H.E.W.

The transmittal of the 1974 Maryland Plan culminates a planning effort begun by Maryland in July, 1969. Despite the lack of specific direction from H.E.W. during most of this period, Maryland has made substantial progress toward desegregation of higher education. Candidly, we have benefitted in the development of this new Plan by an analysis of your communications late last year to the other nine states cited in the Pratt Decision. I am confident a positive response will be forthcoming for Maryland.

I wish to conclude this communication with an expression of appreciation. I am grateful for the assistance of your office, particularly since July, 1973. The openness of communication between members of the Maryland Task Force and you and members of your staff has been helpful. Your particular consideration of the time constraints faced by Maryland in developing the comprehensive Plan we submit today is also appreciated. We are hopeful therefore, of an early indication of any further clarification that may be needed prior to the early April timetable for compliance decreed by the Courts.

Sincerely,

Marvin Mandel
Governor

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
ANNAPOLIS, MARYLAND 21404

MARVIN MANDEL
GOVERNOR

May 30, 1974

Mr. Peter E. Holmes
Director, Office for Civil Rights
Department of Health, Education and Welfare
Office of the Secretary
Washington, D. C. 20201

Dear Mr. Holmes:

This is in response to your letter of April 22 and its accompanying 13-page enclosure requesting further clarification and amendment to the Maryland Plan for Completing the Desegregation of The Public Postsecondary Education Institutions in the State.

I am transmitting herewith an Addendum to the Maryland Plan. This supplementary material is in the "form of a single document," as requested by the Office of Civil Rights. Specifically, the Addendum and its supportive appendices constitute an amplification of Part II of the Plan as submitted to your office on February 5, 1974.

The Addendum was prepared by the Task Force headed by Dr. Wesley N. Dorn, which I appointed last July to develop the Maryland Plan. Dr. Dorn and his colleagues have considered and voted on replies to all of the questions, large and small, raised in your letter of April 22, subject only to a few constraints imposed by me as a matter of basic State policy. In connection with the latter, I should like to clarify a few points:

1) You request desegregation impact statements with respect to proposed changes in academic programs, capital construction, admission standards and major reorganizations. We will be happy to comply with this request as part of the periodic reporting system. But you also note that "it is anticipated that impact statements would be developed and submitted to OCR through the reporting procedure prior to implementation of the action." I assume that this will be the normal course of things, but I cannot absolutely guarantee it. We are occasionally confronted with situations that demand prompt action, such as the recent revision of the nursing program involving Coppin State College and Provident Hospital. Further, I must make it abundantly clear that the State of Maryland must not and will not submit to Federal control or veto power over its major academic decisions.

2) I found it necessary to delete from the Addendum several proposed commitments by the State to spend whatever funds might be

necessary to effectuate the Plan as quickly as possible. No Governor could make such a commitment in good faith, since we are constitutionally required to produce a balanced budget each fiscal year, and since the General Assembly has an all-important voice in the disposition of each such budget, and finally, since there will be elections later this year to fill all executive and legislative offices. We recognize, however, that implementation of the Plan will involve significant new expenditures, and there is no reason to believe that they cannot be accommodated within our normal year-to-year revenue growth.

3) Any commitment to eliminate inequality in capital and operating resources provided to the predominantly black State institutions would be subject to the fiscal constraints mentioned above, but after reading the comparative analysis of resources attached to the Addendum as Appendix D, I am inclined to believe that this is a moot question in Maryland.

As a matter of fact, I invite a close scrutiny of Appendix D by your office and by the Court. Using the criteria listed in your letter of April 22, this analysis appears to demonstrate quite clearly that the predominantly black institutions are making out very well for themselves in capital improvements, instructional expenditures per student, student-faculty ratio, faculty salaries, etc. I detect a few minor deficiencies such as library holdings in the smaller black colleges, which can be remedied without difficulty, but in most areas, the predominantly black institutions are running equal to or ahead of their white counterparts of equivalent size.

This analysis strengthens my personal belief that the harmful effects of legal segregation, that existed up until 1954, have been thoroughly obliterated in Maryland.

Sincerely yours,

Marvin Mandel

Governor

cc: Lt. Governor Blair Lee III
Attorney General Francis Burch
U. S. Senator Charles McC. Mathias
U. S. Senator J. Glenn Beall, Jr.
Dr. Wesley N. Dorn
Task Force Members
Dr. Wilson Elkins
Dr. Louis Kaplan
Mr. Carson Dowell
Dr. Alfred O'Connell
Dr. Clifford Beck

MARYLAND PLAN
FOR COMPLETING THE DESEGREGATION
OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS
IN THE STATE

FOREWORD

This new Plan is the result of a careful examination of previous efforts by the State of Maryland to achieve a more representative racial balance in public institutions of higher education in Maryland. It has been built upon those efforts, commitments and practices of the previous plan which promised success, but goes beyond those goals and procedures established in that plan to expand postsecondary educational opportunities for minority students and others who may be disadvantaged.

It is intended to:

- Eliminate vestiges of former racial dualism in Maryland's public higher education institutions.
- Increase minority* and other-race* presence on campuses, with particular emphasis on enhancing and not diminishing opportunities for blacks as students, teachers, workers and decision makers throughout our system, to the extent that institutions formerly perceived as black colleges or white colleges will be perceived simply as institutions of academic excellence.
- Assure an expanded role for blacks and other minorities in positions of educational leadership such as trustees, presidents, deans, department heads and faculty members.

* "Minority" as used in this Plan refers to Blacks, American Indians, Orientals, Spanish-surnamed Americans and other non-whites. "Other-race" as used in this Plan refers, for example, to blacks at predominantly white institutions and whites at predominantly black institutions.

- Improve opportunities for equal access to quality higher education

This Plan should not be construed as a device to destroy the historically black college. It is the clear intent of this Plan to enhance these institutions as open, quality colleges selected by students primarily on bases other than race. Further, in the carrying out of this Plan. the historically black colleges will not bear an unequal burden in the implementation of the desegregation process.

In the context of this Plan, providing equal access means more than just removing barriers to attendance at a particular institution. It means encouragement and the provision of incentives -- academic and/or financial as the need may be -- to induce students to choose an institution because of the programs and quality of those programs that an institution offers which are of benefit to them, rather than on the basis of the institution's racial composition.

This Plan expands further upon the original Plan by pulling together the previous segment plans into one comprehensive, unified coordinated Statewide effort, as well as continuing segment and institutional efforts. It contains commitments and timetables and monitoring processes -- not merely descriptions of the goals designed to overcome the effects of segregation. It provides a mechanism whereby corrective action will be taken if actions do not result in the effects that were intended.

The full implementation of this Plan will require a large commitment of resources by the State of Maryland. There are elements of the Plan, indeed, that could not be implemented in any significant degree without special funding. The Governor's Desegregation Task Force recognizes that uncertainties affecting the fiscal situation of the State may make necessary an approach by stages to full funding. Because of the importance of the objectives to be served, however, the Task Force has recommended that for the first full fiscal year under the Plan, the initial stage funding be the most significant in relation to the total need.

Method

This new Plan has been developed by a special Task Force appointed by Governor Marvin Mandel to accomplish complete desegregation of Maryland's public institutions of higher education.

The Governor's Desegregation Task Force membership consists of 12 members -- 5 black and 7 white -- drawn from Maryland's public educational institutions at the Community College, State College and University levels, the Statewide coordinating board level, the Black Coalition of the University of Maryland, and the Governor's office.

The Governor's Desegregation Task Force has taken into account the comments and suggested courses of action contained in correspondence from the Office of Civil Rights of HEW; and also in materials and testimony submitted from the local campus community of the University of Maryland at College Park and a number of other campuses. In addition, the Governor's Desegregation Task Force has solicited views from the various constituencies affected by the Plan before final submission to the Department of Health, Education and Welfare. For example, a public hearing on this Plan was held on January 7, 1974 that led to the inclusion of new elements which the Task Force believes have improved the Plan.

In view of the fact that "guidelines" as such had not been promulgated by HEW, Lieutenant Governor Blair Lee III, convened on July 24, 1973, a group consisting of the Governor's Desegregation Task Force and college and university presidents to meet with representatives of the Office of Civil Rights of HEW. As a result of the discussions during that meeting, additional suggestions were made which have also been taken into account in the development of this Plan. Additionally, the Governor's Desegregation Task Force members have held numerous meetings to formulate the Plan in addition to holding sub-committee meetings of the Task Force members to study and develop its many topics.

It must be borne in mind that no definitive measures have yet been presented by the Office of Civil Rights of HEW, for evaluating the Plan's acceptance by the Office of Civil Rights or by the courts. Nevertheless, the Plan represents, in the judgment of the Governor's Desegregation Task Force, one which is morally right and educationally sound -- and, it is believed, one which is legally acceptable.

The Plan itself will cover the following topics at the Statewide, segment, and institutional levels.

- Student Composition
- Employment Composition
- Financial Aid
- Administrative Coordination
- Program Cooperation
- Programmatic Goals, Projections of Racial Composition, and Timetables
- Monitoring Mechanisms

Accountability and Enforcement

Direct responsibility for executing the programs and policies in the enforcement of this Plan at the segmental and institutional levels rests with the segment boards and the chief executive officers of each institution.

-2/74

In order to insure the enforcement of this Plan, the segment boards are accountable to the Maryland Council for Higher Education, which has ultimate responsibility and authority to monitor the Plan's effective implementation. This authority in the area of coordinating and monitoring desegregation in the public higher education institutions of the State of Maryland has been vested in the Council by letter of the Governor of Maryland.

The Maryland Council for Higher Education, as the agency for coordinating and monitoring this Plan, as required by law, will prepare reports annually and at other times for submission to the Office for Civil Rights, HEW. In addition, the Council will welcome opportunities to maintain on-going relations with the Office for Civil Rights in the development of new plans or modifications of existing plans for completing desegregation to which the State of Maryland is committed.

CHAPTER ONE

STATEMENT OF OBJECTIVES AND GENERAL POLICIES

A. Objectives

The State of Maryland, with the full support of The Governor and acting within the basic policies of all responsible educational authorities and agencies, is thoroughly committed to a policy of complete and total integration of its institutions of public higher education. This documented basic policy of the State of Maryland is supported by the following general objectives.

1. Policies and procedures have been and will continue to be formulated and implemented to develop an affirmative program to recruit, admit and provide receptive surroundings for "other race" students and faculty members.

2. By official pronouncement and positive action, the administration of State government will, through its constitutional responsibilities and the influence of its offices, strive for meaningful integration of all public institutions of higher education in Maryland, including, but not limited to, the equitable distribution of State operating and capital funds among the institutions of higher education.

3. Governing boards, institutional central administrations, faculty and student organizations will contribute to the basic goal of achieving a more representative racial balance of administrators, faculty, students, and other staff by their official actions and activities.

4. Procedures will be developed to enable each institution to offer new specialized programs without unnecessary duplication, thus encouraging students of all races to attend the institution which provides the given specialized program. Concepts of mergers, strategems of absorption, rigid student placement or other devices selected for the major or sole purpose of achieving racial balance are rejected.

5. In recognizing the objective of complete non-discriminatory access, programs and policies will be developed to assist in retention of those admitted who by virtue of past denials of opportunity will need supportive services to insure an equal opportunity to achieve success.

6. Throughout the entire State system of public higher education, human relations activities will focus on: (1) the unique talents and contributions of minority group students and faculty, (2) a more open intellectual and social atmosphere, (3) extra-curricular programs to accelerate peer-group relationships, and (4) the development of a wider range of relevant academic choices.

7. Monitoring will be coordinated by the Maryland Council for Higher Education, which together with the segments and the public institutions, will develop the criteria by which public higher education will be accountable for completing the desegregation of all public higher education in this State.

B. General Policies

It is the policy of the State of Maryland, through the governing boards of the public institutions of higher education, that the above objectives will be fulfilled by:

1. Placing increased emphasis on "other-race" recruiting procedures of students, faculty, administrative personnel and classified employees. Extensive contacts with public secondary schools and community colleges will be expanded.

2. Encouraging "other-race" student and faculty exchange within the State College System, within the campuses of the University of Maryland, and wherever practical, among the community colleges, and among these three segments where possible.

3. Continuing admission procedures which meet the unique requirements of minority group students, with particular emphasis on full enforcement of the provision of the student transfer policy agreement adopted by the Maryland Council for Higher Education in December 1972.

4. Improving and expanding the procedures by which the academic credits earned elsewhere and the proficiencies acquired by students seeking and gaining admission into the public institutions of higher education in the State can be translated, where appropriate, into "equivalency credits" for the formal credits presently assigned to academic courses.

5. Developing new and increasing present student financial aid programs in the areas of scholarships, loans, work-study, other-race and regular grants, campus employment, and dedicated endowments and gifts for the purposes of implementing desegregation.

6. Providing relevant courses of study by which students of all races may learn of the distinct contributions of blacks and other minority groups to the common core of human experience, values, and achievements.

7. Improving and expanding student support services on individual campuses, with particular emphasis on development of delivery systems which encourage and assist in retention of minority students within the general academic policies of institutions.

8. Establishing prior to January 1, 1974 an inter-agency task force under the direction of the Maryland Council for Higher Education, in cooperation with the State Department of Education, whose responsibility will be to promulgate guidelines and procedures to facilitate counseling services for minority group students in secondary schools that will maximize "other-race" application patterns among the colleges.

9. Establishing prior to January 31, 1974, a bi-racial task force under the Maryland Council for Higher Education in its capacity as the State agency for coordinating the desegregation of the public postsecondary education institutions of the State, to propose ways of enhancing the role and image of the predominantly black public colleges in the State.

10. Increasing the effectiveness of the appropriate offices on the several campuses to provide a wide range of housing services and insuring flexibility in various regulations designed to eliminate any remaining vestiges of discriminatory practices.

11. Supporting extra-curricular programs involving students and sponsoring programs involving the community to create better racial understanding within the colleges and among the public.

12. Insuring that interests of minority groups are appropriately represented on coordinating and governing boards and policy-making councils or commissions responsibile for governance of or advisement to the State's public higher education institutions.

13. Establishing special committees or broadening the purview of existing committees within the various boards, councils and commissions responsible for the administration or development of the public higher education institutions to deal specifically with the problems of meeting the goals of complete desegregation.

14. Projections of institutional racial composition are included in the Chapter on "Statewide Policy and Commitment", as a benchmark to measure the effectiveness and progress in implementation of the Plan. These projections are not to be construed as mandatory quotas for 1980 or any other year.

CHAPTER TWO

STATEWIDE POLICY AND COMMITMENT

1. STUDENT COMPOSITION

It is the intent of the State of Maryland to have students choose public institutions of higher education on bases other than race while preserving student freedom in the selection of an institution. The percentage of blacks and other minorities on predominantly white campuses will be steadily increased. As one means of accomplishing this end, the minority recruitment and minority counseling efforts already in effect will be strengthened. This carries with it the obligation concurrently to increase steadily the white presence on predominantly black campuses. The State recognizes that students will choose institutions and programs on the basis of those that meet their needs, and on the basis of the quality of those institutions and programs they offer as the students see them.

To guide and assist prospective students in the selection of their higher education institutions, the Maryland Council for Higher Education publishes and will continue to publish annually, the following comprehensive publications: "ADMISSIONS AND FINANCIAL AID INFORMATION FOR PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES IN MARYLAND" and "AN INVENTORY OF PROGRAMS IN MARYLAND's PUBLIC AND PRIVATE UNIVERSITIES AND COLLEGES". These publications will continue to receive wide circulation, including distribution to all high school counselors and all public school libraries in the State. Special efforts will be made to see that copies are made available to potentially interested minority students and to other interested parties. Current copies of the above-mentioned publications accompany this Plan.

The State budget process will be used as a means to bring about a better balance in the support levels of individual institutions so that the quality of their services will be comparable, and none should be thought of as "second rate". The State will pay particular attention to institutions which are attended predominantly by minority race students, so that students of all races may justifiably consider predominantly black institutions as academically and operationally equal to predominantly white institutions.

In the interest of its citizens individually and collectively, the State will provide means to counteract the effects of financial handicaps, inadequate educational backgrounds, and unfair and discriminatory social conditions. This means that State-supported institutions will be examined and financial resources will be allocated in order to accomplish these objectives, taking into account the different needs of individual students and the services they may require.

Specific efforts will be undertaken by all public institutions of higher education in the State to provide services and opportunities relevant to enriching the quality of campus life of "other-race" students. Such efforts are to include orientation of "other-race" students to campus and community activities, improvement of housing accommodations, evaluation of admission and retention policies for the elimination of any biases against "other-race"students , provision of expanded counseling and advisement services for "other-race" students, assurance of equal access to the use of campus facilities, and encouragement with any appropriate financial and administrative support for "other-race" student organizations and activities. Development of programs such as these is essential in order to minimize attrition among both the undergraduate and graduate "other-race" student populations.

The State will scrutinize individual institutional budgets to see that provisions for necessary supportive services are explicitly spelled out so that the institutional, segment and Statewide commitments may be readily identified.

The State expects its State-wide coordinating agency, the Maryland Council for Higher Education, its segment boards, its institutions and their administrators and faculty, to develop educational practices and procedures for improving the retention of students in college, and to give them the best chance of succeeding in the programs in which they are enrolled. It must be understood that academic standards will not be lowered; rather, special efforts will be made to bring un-prepared students up to these standards.

The Maryland Council for Higher Education is charged by the State with the responsibility of bringing together the individual and segment policy statements affecting student composition into a viable, coordinated approach to student retention, and is charged with evaluating the success of those policies.

Minority recruitment and minority counseling are already in effect. The State requires a regular and comprehensive evaluation of these efforts for the State as a whole, with recommendations submitted annually for increasing their effectiveness. The Executive Branch places high priority on providing financial support for this purpose.

2. EMPLOYMENT COMPOSITION

The effects of past history have resulted in a much smaller number of minorities with sufficient education to take their places as higher education faculty and administrators as compared with whites, not only in total numbers, but also in terms of percentages of their own race. To alleviate this situation, it is the objective of the State that special efforts be made to recruit and hire larger percentages of eligible minority persons into faculty and administrative positions.

In addition, it is the State's objective that special efforts be devoted to preparing incumbent minority personnel for eligibility for advancement to higher levels of faculty and administrative employment.

In-service training programs will be improved, or established where they do not exist, by the public higher educational institutions in the State so that classified personnel may become better prepared to compete successfully for positions at advanced levels of employment as vacancies develop on campus. Such personnel will thereby be better prepared to compete successfully for positions at other State institutions. Each institution will also refer such personnel to sources of information regarding the application procedures of other agencies. Programs for this purpose will be established in its public higher education institutions. Implementation of such programs is expected to result in the employment of more minority personnel at significantly higher levels of service throughout these institutions.

The State will support a number of "other race" faculty chairs of superlative quality. The institutions for placement of these chairs, the salary level and other prerequisites of the positions, and their number, will be recommended by the Maryland Council for Higher Education, after consultation with the segment boards.

Special efforts will be made in the employment, training and promotional advancement of new and incumbent minority staff, with particular attention paid to the establishment and support of programs to increase the percentages of minority staff employed in higher level technical and managerial positions throughout the public institutions of higher education.

To accomplish these goals, and in the spirit of the requirements of Federal Executive Order #11246 and the 1972 DHEW/OCR Guidelines for higher education, the State requires the submission, from the appropriate institutional officers and boards to the Maryland Council for Higher Education and appropriate federal agencies, of affirmative action plans.

The plans will specify the projections of racial composition and programmatic goals and timetables of the unit or segment for the recruitment, hiring, training and promotional advancement of new and incumbent minority administrators, faculty and staff, the lines of authority for plan implementation, and the monitoring systems to be employed to insure effective operations. The plans will be continually updated and submitted annually, as inclusion in the reports forwarded from the individual units through the segments, to the Maryland Council for Higher Education and will be referenced by the Council in its annual report to the Governor and the Legislature.

A unit or segment affirmative action effort is effective in insuring equity in higher education affairs to the extent that its coordination is accepted and implemented as the designated responsibility of the chief executive officer of each higher education unit. It is the State's objective that the governing boards of its higher education institutions authorize and support the establishment of an affirmative action office of the institution.

In addition to devoting resources toward increasing the numbers of minority faculty and administrators and providing an affirmative procedural and program context within which this and other employment goals are accomplished, the State expects its appropriate governing boards to take specific measures to increase the percentages of "other-race" faculty and administrators on each of its campuses.

A specific process will be initiated toward the end of enabling progress toward the achievement of an increased "other-race" faculty presence at predominantly white institutions. Taking cognizance of factors such as recruitment incentives, the under-representation of minority faculty in some areas, the demands of minority students for enrollment in the various disciplines, and the availability of minority faculty, emphasis will be placed upon increasing the supply of qualified "other-race" faculty. While working towards this end, each of these institutions will take steps to correct existing imbalances in the racial distribution of faculty. Taking into account the above factors, new faculty positions shall be utilized as a means to achieve a maximum impact on lessening the degree of their existing racial imbalances in faculty employment.

With regard to vacated extant positions, consideration in filling them will be given to the need to address racial imbalances in faculty employment through the recruitment of increased numbers of qualified minority candidates into the various disciplines.

It is recognized that employment of "other-race" faculty and administrators in any given situation may, in some instances where an institution is not expanding rapidly in enrollment, require that the governing boards establish timetables for the development and implementation of programs to bring about a better racial balance of faculty and administrators within a reasonable period of time. At this time, however, and from this point on, the State expects that its public higher education institutions will begin to increase the "other-race" presence on their campuses through the initiation of faculty exchange programs, allocating appropriate resources to the support of such programs.

Although no extra remuneration will be provided to faculty members as incentive to teach on "other-race" campuses, reimbursement for additional actual costs incurred will be provided to cover these extra costs (such as transportation) resulting from participation in"other-campus" cooperative programs designed to promote improved "other-race" presence of faculty members. This could conceivably include per diem allowance for faculty members moving to another part of the State for a semester or a year.

The State believes that the racial distribution of faculty and administrators among its public higher education institutions is a Statewide issue and directs the Maryland Council for Higher Education to draw up guidelines for facilitating voluntary, inter-system faculty and administrative exchange programs, for the establishment of timetables for program implementation, and for proposing the necessary financial incentives to be provided by the State to accomplish the goal of increased "other-race" campus presence and to insure program effectiveness.

Although under some circumstances faculty and administrative exchange may continue to be a good educational practice, it is expected that it will not be necessary just simply for improving racial balance of faculty and administrators when regular employment practices are properly implemented.

In the process of employing faculty, other factors must be taken into account throughout the State to insure that discrimination is not practiced. These factors include the equitable application of criteria for all persons regarding tenure, promotion, professional development, and salary increments. In order to assure fairness regarding minority and "other-race" employment practices, criteria for employment and retention and promotion policies shall be clearly and objectively stated and communicated to all applicable personnel by the respective governing boards. It will be the responsibility of the Maryland Council for Higher Education to collect, evaluate and publish these in order to see that they are objectively stated and communicated, and that they provide equity. Reference to these criteria shall be included in the affirmative action plan of individual higher education institutions.

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3. FINANCIAL AID

Statistics indicate that the percentage of students from lower income families who achieve a higher education is much lower than the percent of students from high income families. Therefore, students from lower income families are being denied a higher education opportunity because of economic conditions. This is especially true of students from the minority races.

In the past, because identification of students by race could be used adversely in awarding scholarships and other forms of financial aid, race identification was not required in scholarship applications. Consequently, data regarding scholarships for minorities is lacking. However, data regarding distribution of the State's financial aid dollar by institution shows a marked inequity in regard to predominantly black institutions, and the community college segment as a whole.

For example, in the State College System the predominantly black colleges of Morgan, Coppin, and Bowie comprise 42% of the total undergraduate full-time enrollment in the State College System; yet they receive only 20% of the senatorial scholarship funds distributed among the State colleges. Furthermore, a community college system which enrolls nearly 40% of the total undergraduate enrollment in the State's public colleges receives only 8% of the senatorial scholarship funds. In addition, this aid program is the largest single item on the State's financial aid package.

Therefore, it shall be the policy of the State Administration to seek reform in the administration of its student financial aid programs, being guided by the major recommendations of the Governor's Task Force on Student Financial Aid chaired by Lt. Governor Blair B. Lee, III, and presented to the General Assembly in January, 1972. Under this reform, the only criteria for the award of State monies will be based on financial need once the student has been accepted for admission at an institution; this means the rejection of a single competitive examination as the determiner of grants in aid from the State.

The "other-race" program has been the single most successful student financial aid instrument in the past three years in promoting an improved racial balance among the six State colleges. With financial need as the basic criteria, the State will make additional funds available in this program to expand and extend this program in recognition of the need to enlarge its capacity for increasing the numbers of qualified minority students in graduate and professional programs. In addition, the Maryland Council for Higher Education will recommend appropriate legislative actions for maximizing equity in the student financial aid programs. As part of this agency's responsibility for coordinating and monitoring this Desegregation Plan, the Council will evaluate the functions and activities of the Maryland State Scholarship Board and the Maryland Higher Education Loan Corporation. The purpose of this evaluation will be to insure that no qualified student will be denied a higher educational opportunity because he did not have access to student financial aid assistance.

In addition, the recommendations of the Lee Task Force on Student Financial Aid of 1972 (see Appendix) are hereby reaffirmed and endorsed. Criteria and guidelines for awarding financial aid will give consideration to non-standard family obligations in determining criteria for dependent allotments, and to child care and housing needs as legitimately fundable and often necessary forms of financial assistance. Institutions will develop computerized information management systems for the collection of financial aid data.

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4. ADMINISTRATIVE COORDINATION

Administrative coordination must take place on two levels. One is intra-institutional (within each institution). The other is inter-institutional (involving cooperation between and coordination of all of the institutions to whom this Plan is applicable). This subject is also treated in the next section -- "Program Cooperation".

There must be intra-institutional coordination so that there are no internal inconsistencies of administrative policy within an institution itself in order that the overall goals of the State for completing the desegregation of students, faculty, administrators and staff are attained. It becomes the responsibility of the various higher education governing boards to see that the institutions under their respective jurisdictions, as a matter of policy, articulate the ways in which they plan, administratively, to carry out the desegregation policies of the State.

It is the right as well as the responsibility of each institution to devise the means by which it will comply with the State's Desegregation Plan and its goals. However, it is essential that all parties concerned, and all persons who have a rightful interest, be able to ascertain what the institution's plans are, and the means by which it expects to implement its plans.

Implicit in the objective to make the best use of a student's time and talents and to provide the persons who have skills, competence and citizenship ability essential to our society, is the affirmative duty of the institution to provide the environment and social setting in which the student may develop as a person who can operate effectively in a multi-racial society. The chief executive officer of each institution is expected to evaluate his own institution in terms of these objectives, and in relation to criteria established for ascertaining when they have been met. Each institution is also responsible for establishing the administrative context within which the objectives of this Plan may be effectuated. The chief executive officer of each institution will require reports in order to evaluate the success of these efforts. He will take the action, as needed, to achieve success, or, having enunciated to his officers and/or his board the reasons for lack of success, make proposals and commitments for ameliorating the situation within a specified length of time.

A number of Maryland's institutions of higher education already have "other-race" recruitment officers and/or "other-race" counseling officers. Public higher education institutions will be encouraged to employ such staff and to allocate the resources necessary for the functioning effectiveness of the office, and to allow these personnel to engage actively in recruitment and retention efforts regarding minority and "other-race" individuals. The chief executives of the institutions presently employing such officers are expected to determine whether the efforts of these persons are adequate for the purposes to be achieved and/or whether additional personnel are needed. Requests for adequate funds to carry out these activities are also the responsibility of these officers.

Each segment will develop an administrative plan describing the predicted contribution of each of its elements towards desegregating its institutions. Each plan will include a timetable for accomplishing its goals. Its programmatic goals and racial projections, plans and timetables will be evaluated by the board of each segment. The segment officer will transmit to the Maryland Council for Higher Education the annual report from each institution under his purview as part of the segment plan of action toward desegregation.

These segment plans will be updated annually and submitted annually to the Maryland Council for Higher Education for evaluation as to their effectiveness in reaching the Statewide goals contained in the State's Plan for completing desegregation of its public higher education institutions. The Council will also examine the segment plans for consistency among the segments, encouraging the development of inter-segmental relationships where desegregation issues transcend the existing segment structure. Where plans may be deficient, either in terms of goals, policies, timing, or means of implementation, the Council will bring together the appropriate statutory boards or agencies to develop and implement procedures for eliminating the deficiencies.

The Council will make, annually, a report to the Governor and Legislature no later than November 1 of each year, so that the Governor may include in his Executive Program, any proposals for effectuating desegregation which require action by the Legislature. The Legislature will thus be in a position to propose changes in existing statutes to implement those features of the Plan requiring legislative action.

5. PROGRAM COOPERATION

One of the key elements of Maryland's Desegregation Plan is program cooperation. If two nearby institutions offer virtually identical programs, there may well be a tendency for students to choose their institution on the basis of race. Where specialized programs are supported to very different degrees in the two institutions, or where one institution offers specialized programs appealing to wider career interests than another institution, students may also tend to choose their institutions primarily on the basis of race. What the State must try to do is differentiate, where relevant to desegregation, the specialized programs offered by the various institutions. In this way, the course offerings -- not the racial composition of the student body -- will be the magnet which attracts students.

It is the intention of the State, through the Maryland Council for Higher Education , to provide a better balance between specialized courses at traditionally black colleges and at predominantly white colleges; and to see that those that are approved for the historically black institutions are of highest quality, and therefore, sufficiently attractive to encourage white students to enroll in them in far greater numbers than is presently the case.

It will be the responsibility of the Maryland Council for Higher Education to review all proposed new program offerings in higher education to see that they are consistent with the State Desegregation Plan. No such program will be approved where, in the judgment of the Council, it would serve to perpetuate the dual system. It will also be the responsibility of the Council to call to the attention of the individual governing boards those existing programs where duplication encourages enrollment on the basis of race. The Council will establish a special desegregation committee with representatives of the appropriate governing boards. This committee is to:

a) Examine the program offerings and identify those core offerings which are essential to the maintenance of a first class institution. Such programs, even though duplicative, are not to be disturbed.

b) Determine the degree to which the duplication of other non-core programs impedes desegregation.

c) Consider the feasibility of upgrading the quality of existing programs so as to encourage other-race enrollment.

d) Where appropriate, recommend to the appropriate governing boards modifications, merger, or elimination of individual programs in order to promote desegregation, including a reasonable amount of lead-time.

In the event that the governing board(s) involved cannot reach agreement on any recommendations made by the committee, the matter will be submitted to the Maryland Council for Higher Education for resolution.

The State is particularly aware of the problems that exist in the Baltimore metropolitan area and on the Eastern Shore. Special attention will be focused on programs in these areas, to ensure that programs offered at traditionally black colleges are comparable in quality and scope to those offered at predominantly white colleges. Where practical, unnecessary duplication among program offerings in these areas will be minimized.

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6. PROGRAMMATIC GOALS; PROJECTIONS OF RACIAL COMPOSITION; TIMETABLES

The Statewide posture is that the governing boards and the institutions under their jurisdictions state their programmatic goals at the segment levels. These goals are designed to carry out the objectives set forth in this State Plan for completing the desegregation of Maryland's public postsecondary educational institutions. Further, segment and institutional statements shall contain plans and timetables for utilizing the programmatic resources of segment board staff, the institutional administration, and the individual departments of each institution.

The State's posture regarding goals for its minority citizens is that there be complete equity regarding quality of opportunity as well as access to opportunity for students regardless of race, and that there be equal opportunity for employment at all levels regardless of race. The State recognizes that students attending public higher educational institutions have freedom of choice in the selection of an institution, and that the assignment of quotas on the basis of race at any institution is incompatible with its concept of education at this level. The State also recognizes, however, that the choices students make are indicators of quality and access of public higher educational opportunities available to them.

A) Programmatic Goals

The learning resources and physical facilities of the State's public higher education institutions are vital resources to be used, affirmatively, in support of the recruitment, retention, and academic advancement of the total student population. The State requires, and will assure, that all public higher education students benefit from having equal access to the use of such resources and equal opportunity for the application of these resources to their specific educational needs.

To this end, the segment and governing boards of the State's public higher education institutions will require that the chief executive officers of their institutions assess the physical and informational resources of their institutions and submit, to their respective boards, plans and timetables for using these resources in facilitation of the desegregation process. The chief executives of higher education institutions will include in their presentations plans and timetables for utilizing the programmatic resources of the individual departments of their institutions toward that end. These will be transmitted to the Maryland Council for Higher Education.

In this manner, the State will insure, on behalf of minority students, that a sustaining emphasis is placed where it is needed: on broadening their access to learning resources and physical facilities of its higher education institutions and on providing supportive academic services, for them, which are generated from within the individual programs and departments of the institutions. These programs will be directed toward facilitating minority academic achievement. Thus, the State will implement its commitment to expand the pool of minority persons matriculating in and graduating from its public institutions of higher education.

B) Projections of Racial Composition

The percentages of minority race students on individual campuses are indicators of whether the State does, in fact, have a public higher education system which gives equal opportunity to each of its citizens without regard to race.

The State is committed to a policy of completing the desegregation of its public higher education institutions and the steps of this Plan are intended to accomplish that objective. The steps that will be carried out under this Plan are contained in a number of places within this document, since the Plan speaks to steps being taken at the Statewide level, the segment level, and the institutional level. The contribution which each step makes to the improvement of racial composition within the State's higher education system is affected by the contribution made by other steps in the Plan. Each step interacts with other steps to bring about a desired effect; for instance, the expansion of "other-race" grants by itself would not draw students to an institution that was perceived by the student as being lower in quality than another institution available to him, and by the same token the availability of a number of high quality institutions means nothing to a student who cannot afford to attend any of them.

This Plan, therefore, contains a number of steps at all levels, the inter-relationships of which are expected to have as their end result the complete desegregation of Maryland's public higher education institutions. It is within this context that Maryland's population has been analyzed in terms of its previous and projected total growth, its previous and projected growth of college age students by race, the actual and projected distribution of students by race in the various levels of Maryland public higher education institutions, and a projection of the racial composition of each institution that may be expected as a result of the implementation of the steps contained in this Plan.

The source of the 1960 and 1970 data given in Table 1 is the U. S. Census for Maryland; the source of the 1980 population estimates is the Maryland State Planning Department; and the 1980 college estimates were made by the Maryland Council for Higher Education staff. As the State Planning Department and other agencies update population projections and as more current data become available from plans of high school graduates and from actual college enrollments, the tables in this Plan will be numerically adjusted.

The first table shows the population base from which college enrollments are drawn.

Table 1

COLLEGE ENROLLMENT BY AGE GROUP (15-35)
WHITE AND NON-WHITE
1960, 1970, and ESTIMATED 1980

Year	Total In Age Group	Non-White in Age Group		Total Enrolled in College	Non-White Enrolled in College	
		No.	% of Total		No.	% of Total
1960*	835,710	147,990	17.7%	48,029	4,421	9.2%
1970*	1,200,268	226,748	18.9	131,019	15,195	11.6
Est. 1980	1,647,600	322,600	19.6	224,000	33,550	15.0

* Source: U. S. Census

The projection of non-white enrollment of 33,550 by 1980 is based on the assumption that the percentage of the 15-35 age group population enrolled in college will increase at the same rate (3.7%) from 1970 to 1980 (6.7-10.4%) as it did from 1960 to 1970 (3.0-6.7%). It should be noted that from 1960 to 1970 the non-white college enrollees as a percent of the total college enrollees increased 2.4% (9.2% to 11.6%). During the same period the non-whites in the age group, compared to the total in the age group, increased by only 1.2% (17.7% to 18.9%). Likewise, in the projections from 1970 to 1980, the non-white college enrollees, as a percentage of the total college enrollees, is projected as increasing 3.4% (11.6% to 15.0%), whereas the percent of non-whites in the age group to the total in the age group is projected as increasing only 0.7% (18.9% to 19.6%) during that period.

The assumption by the Governor's Desegregation Task Force is that there will be a larger increase in the percentage of part-time students than there has been in the past, and an even sharper increase of part-time students than may have been projected by institutions or segments. The figures given in the following tables, therefore, represent the best judgment of the Governor's Desegregation Task Force from a Statewide perspective.

The Governor's Desegregation Task Force also recognizes that there may be a number of estimates based on different groupings of the college age population and on different assumptions. It believes, however, that changes in the ranges of racial composition on individual campuses that may be expected to result from the implementation of this Plan are essentially the ones that are shown in Table 3. It is not implied, however, that individual institutions should not aspire to go beyond the 1980 racial composition projections as presented in Table 3.

Some of the available data on racial composition are in terms of non-white, whereas other data are in terms of blacks. The 33,550 non-white enrollment projections from Table 1 have been converted to black student enrollment in Table 2, using a factor of 85% to 93% of the non-whites as black. These ranges are based on projections using several sources, including U. S. Census data and reports submitted to the Maryland Council for Higher Education. This gives a black college enrolled population of 28,518 to 31,202 for 1980 including full-time undergraduates, full-time graduates and part-time students in public and in private institutions. Table 2 shows the way in which these 28,518-31,202 students are expected to be distributed by sector, level, and by race. The projections are based on past data, current trends, and a commitment to increasing the minority race enrollment at the full-time undergraduate, graduate and professional levels.

Table 2

RACIAL COMPOSITION OF STUDENTS
ENROLLED IN MARYLAND PUBLIC HIGHER EDUCATION INSTITUTIONS
1970 ACTUAL AND 1980 PROJECTED RANGES

	1970 Actual			1980 Projected Ranges		
	Total Students*	Number of Black Students (Est.)	Percent of Black Students	Total Students	Number of Black Students	Percent of Black Students
MARYLAND PUBLIC						
FT Undergraduate	67,444	9,436	14.0%	94,900	20,401-22,196	21.5-23.4%
FT Graduate	5,916	455	7.7	9,000	1,089-1,431	12.1-15.9
TOTAL FULL-TIME	73,360	9,891	13.5	103,900	21,490-23,627	20.7-22.7
Part-Time	45,451	2,225	4.9	86,100	5,603-6,150	6.5-7.1
TOTAL PUBLIC	118,811	12,116	10.2	190,000	27,093-29,777	14.3-15.7
Private	30,196	800	2.7	34,000	1,425	4.2
GRAND TOTALS	149,007	12,916	8.7%	224,000	28,518-31,202	12.7-13.9%

* SOURCE: Maryland Council for Higher Education

Since the individual steps of this Plan are designed not only to increase access of minority races to public institutions of higher learning, but also to complete the desegregation of Maryland's public institutions of higher education, the Governor's Desegregation Task Force, after reviewing the steps to be implemented presents in its best judgment, the 1980 projections of ranges of racial composition for each institution as presented in Table 3 which follows.

TABLE 3

PERCENTAGE OF RACIAL COMPOSITION OF FULL-TIME UNDERGRADUATE STUDENTS IN MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION, BY INSTITUTION

1972 ACTUAL and 1980 PROJECTED RANGES

	1972 ACTUAL			1980 PROJECTED RANGES		
	Full-time Undergrads All Races	Full-time Undergrads Black	% Black	Full-time Undergrads All Races	Range of Full-time Undergrads Black	Range of Percent Black
STATE COLLEGES						
Bowie	1,596	1,078	67.5%	4,100	2,091-2,132	51-52%
Coppin	1,960	1,842	94.0	2,300	1,679-1,840	73-80
Frostburg	2,484	114	4.6	3,100	186-248	6-8
Morgan	4,340	4,156	95.8	4,900	3,572-3,768	73-77
Salisbury	1,655	71	4.3	2,500	270-310	11-12
Towson	6,694	392	5.9	7,400	1,020-1,167	14-16
Un. of Balt.	[1,423]*	[136]*	9.6	2,000	315-345	16-17
St. Mary's	909	34	3.7	1,100	138-150	13-14
TOTAL	19,638	7,687	39.1	27,400	9,271-9,960	33.8-36.4%
UNIVERSITY						
UMCP	24,874	1,249	5.0%	25,000	3,250-4,000	13-16%
UMBC	4,281	402	9.4	7,700	1,386-1,540	18-20
UMAB	1,225	53	4.3	1,300	182-234	14-18
UMES	728	545	74.9	1,500	750-900	50-60
TOTAL	31,108	2,249	7.2	35,500	5,568-6,674	15.7-18.8%
COMMUNITY COL.						
Allegany	805	12	1.5%	853	17	2%
Anne Arundel	1,620	77	4.8	2,218	288	13
Catonsville	2,651	66	2.5	3,071	154	5
Cecil	189	14	7.4	320	22	7
Charles	389	42	10.8	810	275	34
Chesapeake	327	32	9.8	384	115	30
C.C. Balt.	2,698	1,513	56.1	2,986	2,120	71
Dundalk	138	13	9.4	618	31	5
Essex	2,612	62	2.4	2,986	149	5
Frederick	462	30	6.5	682	68	10
Garrett	107	-	-	149	-	-
Hagerstown	793	47	5.9	1,066	53	5
Harford	943	87	9.2	1,280	115	9
Howard	317	63	19.9	1,258	151	12
Montgomery	5,799	202	3.5	7,677	537	7
Pr. George's	3,451	400	11.6	5,642	1,467	26
TOTAL	23,301	2,660	11.4	32,000	5,562	17.4
GRAND TOTAL	74,047	12,596	17.0	94,900	20,401-22,196	21.5-23.4%

NOTE: The 1980 ranges for senior institutions are based on projections using several sources including U.S. Census data and reports submitted to the MCHE with regard to the percentages of blacks in the non-white population. The 1980 projections for community colleges are based on the actual 1972-73 percentage of black students in the public elementary schools of the county in which the institution is located.

* University of Baltimore not included in 1972 Public Total.

2/74

SOURCE: Governor's Desegregation Task Force.

In projecting the 1980 composition of students by institution, the assumption is that the percentage of black students attending community colleges will be equal to the 1972-73 percentage of black students in the public elementary schools of the county involved. In projecting the 1980 range of racial composition of students in the senior college institutions, the percentage of change required as well as the resulting percentages of black students in these institutions was taken into account. In arriving at the percentages of racial composition in each institution, the Governor's Desegregation Task Force had to work within the total number of students of all races and the total number of black students in Maryland projected for 1980.

While campus-by-campus individual numbers for 1980 can be used for illustrative purposes, in fact, segment-by-segment numbers represent the greatest Statewide flexibility. Some additional considerations will be given to particular geographic areas -- for example, the Baltimore metropolitan area and the Eastern Shore of Maryland.

The racial composition of full-time graduate students for 1970 and the projected percentage composition for 1980 are shown in Table 4. The figures in Table 4 were derived in essentially the same manner as for Table 3, and the number of full time graduate students by race is the same as that shown in Table 2.

Since considerable change in graduate programs can be expected during the latter part of the 1970's, the projections for 1980 have considerable uncertainty in them. However, the programmatic goal of expanded access and complete desegregation apply to graduate and professional programs as well as to undergraduate programs. In addition, the governing boards are expected to give a high priority to providing more and better professional school opportunities for the training of minority group doctors, lawyers, engineers and other professionals.

Table 4

RACIAL COMPOSITION OF FULL-TIME GRADUATE STUDENTS
IN MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
1970 ACTUAL and 1980 PROJECTED RANGES

	1970 ACTUAL			1980 PROJECTED RANGES		
	Full-Time	Black No.	Black %	Full-Time	Black No.	%
State Colleges	344	146	42.4%	1,800	306-360	17-20%
University [1]	3,639	176	4.8	4,500	405-585	9-13
Professional Schools [2]	1,933	133	6.9	2,700	378-486	14-18
TOTALS	5,916	455	7.7%	9,000	1,089-1,431	12.1-15.9%

[1] UMCP and UMBC

[2] UMAB for 1970;
UMAB and University of Baltimore Law School for 1980.
Includes professional school students beyond bachelor's degree and graduate students.

SOURCE: Governor's Desegregation Task Force

C) Timetables

It is expected that the projected ranges of racial composition of students by 1980 set forth in the preceding sections be achieved in progressive steps. The evaluation of progress toward the 1980 projections will be made on an annual basis using the monitoring mechanisms contained in this Plan. If, in any given year, the extent of progress is less than that anticipated, the steps contained in this Plan will be reviewed with the purpose of making such change as may be necessary to bring about the realization of the objectives of this Plan.

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7. MONITORING MECHANISMS

A) The State of Maryland and its system of public higher education are committed to the achievement of desegregation through the implementation of the Plan and other effective actions to realize the goal of equal opportunity. In carrying out the mandates of the Desegregation Plan, the responsible agencies and representatives are committed to taking necessary actions which are consistent with impartial and reasonable enforcement. To insure an effective climate for the success of the monitoring process, it is essential that professional staff be representative of the people who are affected by the Desegregation Plan and be participants at all levels.

B) The Maryland Council for Higher Education will be designated as the Statewide agency for the consolidation of statistical activities pertaining to the Desegregation Plan. To assist the MCHE in assuming this expanded and vital responsibility, resources will be provided to the Council for the purposes of:

(1) Collection and processing of data related to desegregation and equal opportunity;

(2) The analysis of desegregation and equal opportunity related data;

(3) Making recommendations to the MCHE for corrective actions that are related to the implementation of the Desegregation Plan;

(4) Participating in the resolution of conflicts that pertain to desegregation and equal opportunity;

(5) Preparing longitudinal studies of minority participation in higher education;

(6) Preparing an annual report of the State's efforts and accomplishments in the area of desegregation of Higher education;

(7) Being a repository of campus and segment Affirmative Action Plans.

The monitoring process must be initiated at the institutional level which is the primary organizational unit that comprises the system of public higher education. At the institutional level each campus will utilize its Affirmative Action Office, data professionals and other appropriate staff involved in the desegregation to prepare semi-annual progress reports (including corrective actions for identifiable defects) toward achieving the objectives and goals of the Maryland Desegregation Plan. In addition, the campus report will contain a statement of the projected effects of the State's policies and practices.

Institutional desegregation reports will be transmitted to their segment boards semi-annually (October and March) for review and the development of a segment progress report towards achieving the objectives and goals of the Maryland Desegregation Plan. As is the case at the institutional level, all pertinent future policies and practices, e.g., changes in the admissions policy, site selection for a new campus, or the conversion of a private college into a public institution, will contain an analysis of the effect of the State's policies and practices on desegregation.

The Maryland Council for Higher Education will prepare an annual report (due in January) to review the total Plan and progress that the State has made toward achieving the objectives and goals of the Desegregation Plan. The progress report from the MCHE will identify areas of concern or, where corrective action is required, recommendations to redress deviations from the Plăn or lack of progress. In addition, the MCHE will analyze the status of fiscal comparability of predominantly white and predominantly black institutions. In order to obtain comparability, the MCHE will develop a standardized format for submitting institutional desegregation reports.

C) Each campus should retain its own confidential records of census data. To insure compliance with the Desegregation Plan, each institution, segment, and the State at large will be required to keep an accurate and current data bank of selective variables pertaining to the Plan. It is further required that each institution and segment maintain a data bank on the racial characteristics of its student body and personnel. These characteristics are to be reported in accordance with the MCHE standardized format.

The following types of data are to be collected, with racial and sex designation, at the institutional, segment, and Statewide level:

(1) Student-Related Data -- undergraduate, graduate and professional.

a. Enrollment by class for each institution, segment and Statewide.

b. Enrollment by major area of study or program.

c. Enrollment by part-time and full-time status.

d. Retention statistics at various levels, i.e., by major programs, institution, segments and Statewide.

e. Graduation results for each major program, institution, segment and State -- include designation of type of degree(s).

f. Distribution of financial aid to include amounts, duration, and percentage of each component of a typical package.

g. Transfer data among the public higher education institutions.

h. Financial aid with breakdown of types, e.g., grants/scholarships, loans, and work-study.

(2) Faculty-Related Data

a. Designation by rank (lecturer, instructor, assistant professor, associate professor and professor) and both the median and average salaries of full-time faculty for each institution, segment, and Statewide.

b. Part-time and full-time designation.

c. Length of service within each rank.

d. Number of tenured faculty.

e. Program and/or departmental affiliation.

f. Academic certification -- i.e., level of education.

g. Termination information.

(3) Administrators-Related Data

All of the above for faculty by level.

(4) Classified Employees

a. Data request of HEW from colleges and universities in reference to classified employees.

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8. RELATIONSHIP BETWEEN STATEWIDE POLICY AND COMMITMENT, AND SEGMENT AND INSTITUTIONAL PLANS

"Statewide Policy and Commitment" sets forth the framework within which the segment and institutional plans are to operate. If any aspects of the segment and institutional plans are found to be incompatible with Chapter I, "Statement of Objectives and General Policies", and Chapter II, "Statewide Policy and Commitment", it is Chapters I and II of this Plan that will be the basis for implementation of the total Plan.

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ADDENDUM

TO

MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE

I. STATEWIDE COMMITMENT AND IMPLEMENTATION

This plan is to be considered as a single document providing State-level coordination applicable to the desegregation of all of the State's public postsecondary education institutions.

In the original submission of February 5, 1974 to HEW (Page f-4), the Plan gives to the Maryland Council for Higher Education the ultimate responsibility and authority to monitor the Plan's effective implementation. The Maryland Council for Higher Education already has the following statutory coordinating authority under Higher Education Laws of Maryland, Article 77A (Section 30) as follows: "It shall be the duty of the Council to coordinate the growth and overall development of higher education in the State." The Statewide commitment and policies and the implementation through the coordination of the Maryland Council for Higher Education apply to all the State's public postsecondary education institutions, and encompass all of the techniques and mechanisms established in the Plan and any addenda thereto, to meet all federal legal requirements essential to compliance with the Civil Rights Act of 1964 as amended.

Timing of Implementation

A number of requirements are set forth in the Plan, such as increased accessibility of minority students, enhancing the role and image of the predominantly black colleges, production of a larger number of minority professionals, and a more representative racial balance of students. The timing of implementation depends upon a number of factors, some of which can be accelerated by increased funding, others of which can be accelerated by better articulation of policies or changes therein, and still others can be implemented by better understandings on the part of individuals. For instance, high school counselors can be made more aware of their responsibilities to point out all opportunities available to students of all races at both predominantly white and predominantly black colleges.

Manner of Implementation

With reference to the manner of its implementation, those coordinating and governing boards, policy-making councils and planning bodies which are responsible for the governance and advisement of the State's public higher education institutions and whose functions impact significantly upon the desegregation process in higher education shall, whenever possible, be multi-racial in their constituencies.

Although a number of steps may occur concurrently, the State has already set up mechanisms through the Maryland Council for Higher Education for bringing together representatives from the University, State College and Community College segments to examine not only the gaps in the higher education information system, but the ways of obtaining the data which will be required under the Plan; for instance, the first meeting of this data review committee was held on May 1, 1974. This evaluation of the adequacy of existing data is being directed toward a comparative analysis of the resources provided to the predominantly black State institutions and predominantly white institutions of comparable size. Where examination of data indicates that the requirements of Title VI have not been met and are not likely to be met by academic year 1976-77, the Council will establish a multi-racial ad hoc committee, a task force, or a standing committee if necessary, to draw specific plans for seeing that the requirements of Title VI are met as expeditiously as human and fiscal resources can be brought to bear on the issue.

Any time schedule for meeting requirements, the dimensions of which are not yet known, would be unrealistic. But the State does pledge itself to use the mechanisms contained elsewhere in the Plan to assure that civil rights requirements are met expeditiously.

Where multi-year implementation is required, the Council will evaluate annually the progress being made toward complete implementation. A process similar to that described above will be used to implement all requirements of the Plan at the Statewide level.

II. HUMAN AND FISCAL RESOURCES

Some actions called for in the Plan can be taken through better understandings, through firmer commitments and shifts in priorities not necessarily requiring additional cost in either fiscal or human resources; however, where additional cost is required, it is the responsibility of the institution or agency, through its governing board, to include such costs in its annual budget request. In Maryland, the State appropriates funds annually for each fiscal year beginning July 1. Requests for funding the State Colleges and the University of Maryland are made through the governing boards to the Executive Branch which prepares an Executive Budget, which, in turn, is submitted to the General Assembly for enactment and subsequently to the Governor for signing into law. With regard to the Community Colleges, Maryland Law Article 77A (Section 7) provides that: "Each community college or regional community college operating under the provisions of this subtitle shall be financed on the general basis of receiving fifty percent (50%) of its current expenses from the State, twenty-eight (28%) from the county or counties (or Baltimore City) for which it is established, and twenty-two percent (22%) from fees and charges required from students at the community college. In this computation, "current expenses", shall be the product of the per-student operating cost for the current fiscal year multiplied by the number of full-time-equivalent students enrolled in the current fiscal year. For the purposes of determining the State share of financing, the number of full-time-equivalent students shall be computed by dividing the student credit hours produced in the fiscal year by thirty (30)."

The Higher Education Laws of Maryland, Article 77A (Section 31) provide that: "Any institution, board or agency concerned with higher education which has functions and programs within the scope of the duties, functions and interest of the Council, and submits any program, plan or proposal to any official or agency of the State, shall at the same time, furnish a copy of the program, plan or proposal to the Council for such recommendations as may be appropriate. The Maryland Council for Higher Education is therefore provided the opportunity to recommend to each governing board any inadequacies it finds in the budget request especially, in this case, with regard to desegregation efforts, and to recommend to the Executive and Legislative Branches those elements of fiscal support essential to the completion of the desegregation efforts of the State with regard to its public postsecondary education institutions.

Not later than July 1, 1974 each public postsecondary education institution will report by segment to the Maryland Council for Higher Education its allocation of fiscal and human resources for fiscal 1975 which will be devoted to carrying out the desegregation efforts contained in this Plan. These reports are to indicate the increases in fiscal and human resources over the preceding fiscal year. In addition, each board will indicate to the Council by October 15, 1974 the request for fiscal and human resources which it has made through the annual budgetary process for fiscal 1976. Similar reports for the ensuing fiscal years will be required for each institution on comparable dates of each ensuing year.

The Maryland State Budget for 1974-75 has already been approved. The only additional funds that may be available can only be obtained from a limited emergency fund through action of the Board of Public Works. Segment boards will not hesitate to request these funds during the initial year of program implementations as the needs arise for minority recruitment and counseling. Budgets are now in preparation for fiscal 1975-76 and chief executive officers are incorporating the desegregation funding needs into their budget requests.

III. INFORMATION SYSTEMS

The Office for Civil Rights has indicated that it will provide Maryland with a format for reporting required statistical data on students and faculty and that other elements of the overall reporting system will be determined and communicated to the State at a later time. Presumably, these will be different formats than those already submitted to HEW. The State of Maryland believes that its information system is as complete as that in any other State, and expects to be able to provide OCR with the information it requests. If the Maryland information system is not adequate for this purpose, the special task force referred to earlier, which held its first meeting on May 1, 1974, will develop the necessary procedures for reporting all obtainable information -- or a task force with the required expertise will be established.

These reports will be made at least annually and, where necessary, semi-annually, for additional information that may be required within that time interval, and at such other times as may be required by law.

IV. COMPARATIVE ALLOCATION OF RESOURCES

With regard to resources provided to the predominantly black institutions as compared with the predominantly white institutions of comparable size, there is included in Appendix D of the Plan an analysis of the following resources, including the kinds of data indicated below for each resource:

1) Facilities

The inventory of facilities at each institution includes total academic and supporting space (excluding housing and parking facilities), and a comparison of net assignable square feet per student as of fall 1973 and projections for 1980, as well as the net assignable amount of space to be constructed (see Appendix D). The above information is in addition to that already provided in Appendix A, pages A-11 and A-23 for the University of Maryland and the State Colleges.

2) Level of Per Capita Expenditures

Full-time-equivalent student expenditures are shown for the predominantly black State institutions and their white counterparts including State General Fund support and total instructional and instruction-related support.

3) Student Financial Assistance Provided by State Sources

The Maryland Plan submitted to HEW on February 5, 1974 contains student financial assistance by institution in Appendix A - pages A-10, A-22, and A-35. The State provides funds to the State Colleges for "other-race" scholarships which are distributed to the institutions by their governing board. Appendix A in the February 5th submission of the Plan also contains data on financial assistance which comes from other sources. One of the responsibilities of the additional staff persons assigned to the Maryland Council for Higher Education to implement the Plan will be to analyze the distribution of the State financial assistance in terms of enrollments at predominantly black and predominantly white institutions. This analysis will begin with the reporting period immediately following the fall 1974 school year. The Council will then make such recommendations to the Governor for changes in the State's student financial aid programs as it considers appropriate.

4) Programs, Services and Staff

a. PROGRAMS

The publication titled "PROGRAMS, PROGRAMS, PROGRAMS IN MARYLAND PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES" published by the Maryland Council for Higher Education, in 1973, five copies of which accompanied the submission of Maryland's Plan on February 5, 1974 to HEW, includes an inventory by HEGIS taxonomy of all degree programs offered by each institution in the State. Institutional catalogs are available if more descriptive detail is required. Programs are established at the initiative of the individual institutions and represent their judgment as to their appropriateness to the role and mission of their institutions. The four predominantly black institutions and their white counterparts meet the standards of the Maryland State Department of Education and the Middle States Accrediting Association.

b. SERVICES AND STAFF

In Appendix A of the Plan submitted February 5th, there are tables listing full-time employees by category, by race for each institution (Pages A-5-9, A-16-21 and A-28-34). These include administrators, faculty by rank, classified employees and "other" employees. In addition, Appendix D contains institutional listings of staff according to major program category.

5) Degree Offerings Available

Degree offerings are contained in the document referred to under item #4 above with regard to programs. That document lists the programs by degree level, offered by each institution in the State.

A list of faculty by rank, by program, is of necessity fairly voluminous. College catalogs contain name, highest degree and discipline. These are available. However, the Maryland Council for Higher Education has a summary printout which although summarized, is by the nature of its contents, also extensive. This material is being made a part of this revised Plan under Appendix E

Appendix E shows each program area offered by each of the predominantly black State institutions and their white counterparts, together with the degree level, number of degrees awarded in 1973 at each level and enrollment for each level within the program area and the instructional faculty for that program area by faculty rank.

6) Library Holdings

The data provided in Appendix D are as reported by the State Colleges and the University of Maryland for "THE MARYLAND STATE BUDGET for the Fiscal Year ending June 30, 1975". Volume II (covering FY '73 and '74).

The improvement of library holdings and the more effective inter-institutional use is presently undergoing development through the Maryland Academic Library Center for Automated Processing (MALCAP).

7) Faculty

Student-Faculty ratios are given by institution in Appendix D. Also in Appendix D is the average faculty salary for the predominantly black State institutions and their white counterparts which are being compared in the Plan. Faculty rank by program areas for the predominantly black State institutions and their white counterparts is provided in Appendix E. Individual college catalogs contain additional detail and are available if needed.

The present analysis reveals variations in funding, in student-faculty ratios, in space allocations and in various other aspects of human and physical resources; however, these variations do not of themselves indicate a lack of equality in resources in any one institution as compared with any other institution. As indicated in some of the analyses, factors such as segment roles, program offerings, size of institution, steps on salary scales, etc., account for the variations. Further analyses will be made to determine whether there are inequalities which cannot be accounted for by the above factors and which may in fact be due to previous dualism that existed in the State. Such analyses will be a responsibility of the additional staff members which have been provided for desegregation purposes in the FY 1975 budget of the Maryland Council for Higher Education.

This State administration is committed to eliminating any unjustifiable inequalities at the earliest feasible time.

V. IMPACT STUDIES

The chief executive officers of the three segment boards, the president of St. Mary's College, and the president of the University of Baltimore were informed in a letter of April 2, 1974 and subsequent transmittals of the OCR-HEW statement that

> "It will be necessary to present the office with an analysis of any new degree program's potential impact on the desegregation efforts in higher education in the State of Maryland."

These impact statements will be forwarded through the governing and segment boards to the MCHE. Similar statements will be prepared concerning proposals to construct new facilities, close old facilities, establish new institutions, close old institutions, or modify admission standards.

All such statements will be furnished to OCR-HEW for its use. In addition, the MCHE will review each such statement in order to insure that the net effect of the proposed action will not impede desegregation.

The State of Maryland is firmly committed to eliminating any vestiges of dualism from its system of higher education. It is willing to be judged on the total effect of its efforts to achieve this goal. The State is NOT prepared, however, to yield control over basic institutional policy or day-to-day operating decisions to OCR-HEW or any other Federal agency.

For this reason, the State is perfectly willing to submit these impact statements to OCR-HEW, but will not seek or await the approval of that office before implementing steps that State authorities feel are in the best interests of Maryland higher education.

Center for Environmental and Estuarine Studies at Horn Point

The Center for Environmental and Estuarine Studies is a University-wide organizational unit that embraces the Horn Point Environmental Laboratories, at Cambridge, the Chesapeake Biological Laboratory at Solomons, the Inland Research Laboratory at College Park, the Seafood Processing Laboratory at Crisfield, and the Appalachian Research Laboratory at LaVale.

The last four of these operations were in existence prior to the University's acquisition of the Horn Point property. They are predominantly research facilities. Upon acquiring the Horn Point property, the University created the Center as a parent agency for the above activities, and it also determined that the Center would develop at Horn Point both an administrative headquarters and an operating entity - the Horn Point Environmental Laboratories - which would undertake new activities in environmental and estuarine studies.

The programs already initiated at the Horn Point site and those to be developed there are to give special emphasis to research, to specialized instruction and training, and to public service -- all in the area of environmental and estuarine studies. These programs will be designed and conducted through collaborative arrangements involving faculty and students from all parts of the University together with the staff of the Center.

Because the total scope of activities of the Center remains to be defined, much less developed, it is premature to analyze their impact upon racial composition within the University. Yet it can be said even at this time that development of the Horn Point and Crisfield Laboratories in accord with evolving plans will greatly benefit UMES, by virtue of the proximity of these facilities to the UMES campus. The University regards the mission of the Center and of its Eastern Shore operations in environmental and estuarine studies as complementary to some of the aspirations and academic interests of the UMES faculty and students, present and to come. The Horn Point operation has not been envisaged as one that will focus on traditional collegiate instruction, much less on offering a broad spectrum of college-level curricular programs akin to those found on the other college campuses. It is not intended either to duplicate or to preempt the kinds of future research or instructional programs that can appropriately be developed at UMES or the other campuses or in association with one or more of them.

As special research and instructional programs are developed by the University's Center for Environmental and Estuarine Studies, they will be processed through the same clearance mechanism inside and outside the University as are all other academic programs, and the University will report their foreseeable impacts as it will in all other cases.

Addition of the University of Baltimore to Maryland's State College System

The impact of the University of Baltimore upon desegregation at Morgan and Coppin will be controlled by the following factors.

a. General parameters for the University of Baltimore's future growth are established so that negative impact will be minimized.

   1) No new programs which are already in existence at Morgan and Coppin will be initiated by the University of Baltimore.

2) "The Board of Trustees of the State Colleges shall designate the University of Baltimore as an upper division academic institution, that is, third and fourth collegiate year and post graduate studies, which shall accommodate but not be restricted to, students transferring from any Maryland State college or Maryland State community college.

"The University of Baltimore shall offer such professional schools and graduate programs as approved by the Board of Trustees of the State Colleges and the Maryland Council for Higher Education.

"It is the intention of the General Assembly that the University of Baltimore is an educational institution within the provisions of this section for commuting students, and to this end, no public funds may be used for the construction of dormitory facilities for the University." *

3) The approval of additional facilities at University of Baltimore will not take place where such decisions will have a negative impact upon enrollment at Morgan and Coppin.

b. University of Baltimore is identified by MCHE as a special case for continuing review and monitoring to ensure that negative results upon desegregation do not ensue. These impact studies will include: 1) Analyses of funding to ensure that no competitive advantage is created at University of Baltimore, and 2) Careful review of capital expansion.

Urban Studies Programs at Morgan State College and the University of Maryland College Park

The impact of the University of Maryland College Park Urban Studies Program upon Morgan will be assessed and monitored. One clarification is needed. The graduate program in Urban Studies at UMCP and the graduate program in Urban Planning and Policy Analysis at Morgan are substantively different. The program at Morgan is professional planning with a professional degree, while the one at College Park is academic. There is basically little difference in the two programs at the undergraduate level.

The Maryland Council for Higher Education will make periodic reviews of the two programs in Urban Studies at Morgan State College and UMCP.

* SOURCE: THE ANNOTATED CODE OF THE PUBLIC GENERAL LAWS OF MARYLAND, 1957; 1973 CUMULATIVE SUPPLEMENT, Article 77A, Section 14M

VI. ROLE OF INDIVIDUAL INSTITUTIONS

The role of each institution is defined in its public documents and is succinctly stated in the Maryland Council for Higher Education's document: "Admissions and Financial Aid Information for Public and Private Colleges and Universities in Maryland - October 1973", which contains a summary of programs offered and, through admission requirement statements, the kinds of students to be served. This document is included in this Plan as Appendix F. All students are assured of equitable treatment and equal opportunities for acceptance of credits when they transfer between any of the public institutions of higher education, as provided in Higher Education Laws of Maryland, Article 77A Section 30 (a)(5).

Community college students are drawn almost entirely from the local political subdivision in which the community college is located, because the "out-of-county" tuition differential discourages inter-county attendance, and because these institutions are basically commuting institutions. The senior public institutions serve primarily the State as a whole. With the exception of Coppin State College, they all have dormitory facilities. In addition, these institutions have students using off-campus residences. Although Coppin State College serves Baltimore City residents more than any other area, its student body also includes persons from 13 of the 23 Maryland counties, and out-of-State students and foreign students. The University, particularly in its research, public service and doctoral and graduate/professional programs, has a national and international role and scope.

As institutional roles of the historically black colleges included in these segments are further defined by the colleges themselves, the special MCHE Task Force on the enhancement of the role and image of the traditionally black colleges established in accordance with the Maryland Desegregation Plan will seek to facilitate implementation of the Plan within the context of those definitions. This enhancement task force for the predominantly black institutions has been meeting and anticipates completing its recommendations on or about June 21, 1974.

VII. DUPLICATIVE CURRICULA

The initiation of new curricula is based on emerging and unmet needs of students and society. The introduction of new curricula represents the changing needs of students and society and is therefore in a state of constant review. Although the role of institutions is defined in long-range terms, the introduction of new courses, new majors, and new programs is a dynamic, ever-changing one. Procedures for introducing new programs have been formalized at the State level since 1967. Although the instrument is refined from time to time, its essential elements remain basically unchanged. The original instrument is essentially that presently in use, with additional refinements. The governing boards supplement this information in terms of their own specific needs.

If a new program proposal should demonstrate that it would impede the desegregation process, the Maryland Council for Higher Education is authorized in the Plan (page II-10) to not approve such a program. Where the duplication of existing programs encourages enrollment on the basis of race, the Council will refer the matter to a special committee, as indicated on page II-10 of the Plan. This committee will meet at least semi-annually after program enrollments can be determined each semester. The first such meeting is planned as soon as the October 1974 enrollments are available, which is expected to be before the end of 1974.

In line with the State's commitment to complete the desegregation of the public postsecondary education institutions in the State, actions affecting desegregation will be undertaken only if the net effect will not impede desegregation in the State.

The ultimate enforcement of policies affecting desegregation with the State rests with the Governor who is elected by the people of the State at quadrennial intervals; however, the Maryland Council for Higher Education, acting as the coordinating and monitoring agency for the effective implementation of the Plan, will identify any duplicative impacts and recommend curative action.

VIII. STUDENT RECRUITMENT

There are numerous places throughout the desegregation plan which refer to recruitment and admission programs designed to increase "other-race" presence at the various campuses.

In addition to the above, MCHE in cooperation with the governing boards have solicited and received formal endorsement and support from the State Superintendent of Education for the cooperation of the public secondary schools and specifically the counselors. The State Superintendent assures MCHE that the counselors in the public secondary schools will be required to cooperate with the mandates of the desegregation plan which are applicable to their roles. In effect, it is now official policy for counselors to focus exclusively upon program offerings at public colleges and universities and not upon their racial character.

MCHE has also begun the campaign of disseminating information on program availability throughout the State. The documents prepared and distributed by MCHE will be used by all high school and community college counselors to influence the selection of a college based upon the students needs and institutional program offerings rather than upon the racial character of an institution.

The inter-agency task force to promulgate guidelines for "other-race" counseling in high schools is a bi-racial group of sixteen persons: 8 from higher education - 8 from secondary education. The group had its first meeting on April 5, 1974. The task force has been charged with promulgating guidelines and procedures to facilitate counseling services for minority group students in secondary schools that will maximize "other-race" application patterns among the colleges. The task force is in the process of:

1) identifying racial barriers that exist in the counseling services of the State public secondary schools; and

2) preparing guidelines and procedures to eliminate these barriers.

It expects to present its final report of these guidelines and procedures by August 1974. These will be presented for adoption by the Maryland Council for Higher Education and the Maryland State Department of Education. After the Maryland State Board of Education has approved guidelines, they will be implemented as part of the rules and regulations to be followed by high school counselors.

MCHE will utilize the regular reporting process referred to in the Plan to establish a system for college recruiters to report, through their segment boards, on any barriers they encounter in gaining access to "other-race" students. In cooperation with the State Superintendent's office, MCHE will be responsible for follow-up and resolution of the problem. MCHE will also request the State Department of Education to submit reports on the referral success of high school counselors and the effect of their input upon desegregation. These reports will be incorporated into the report submitted by MCHE to OCR-HEW.

MCHE is currently analyzing and will publish a report on the distribution of State funds for student financial assistance by source and relate this pattern of distribution to enrollment. From this analysis will emerge a determination of the necessary legislative action for scholarship reform.

IX. RETENTION OF BLACK STUDENTS

A. UNIVERSITY OF MARYLAND

An inherent and fundamental objective of the Maryland Plan at both the institutional and State levels is to prevent any differential in the rate of academic retention between black students and white students to arise where it does not exist and to eliminate any such differential if it should exist in any part of the system.

The objective of preventing or eliminating any racial differentials in academic retention is intimately related to the objective of reducing the academic attrition rate for all students or of keeping it at a minimum where it is already low. The joint objective is to make educational opportunities truly effective by helping students to complete their programs satisfactorily and to make educational opportunities truly equal by eliminating any vestige of discrimination among students.

One need only mention the objective of reducing attrition to call to mind the large number and uncertain causal impact of the factors that cause students to leave school. Much institutional research has gone into the diagnosis of the problem, and much persistent effort and experimentation has gone into programs aimed at improving understanding and results. For institutions with different types or levels of academic programs, moreover, the factors responsible for attrition vary, so corrective policies and practices properly vary.

Where the problem is not attrition in general but retention of black students in particular, there are special needs for diagnosis of the problem, measurement or appraisal of its dimensions, reinforcement of programs and resources suitable for reducing or checking general academic attrition, design and testing of programs aimed at meeting any specially identifiable academic needs of black students, and application of additional resources to these special programs. We are all committed to use all of the means at our disposal to meet these special needs.

As the foregoing paragraphs affirm, the University has initiated and is conducting comprehensive efforts to facilitate successful performance and retention of the University students at the undergraduate level, at the graduate level and in the professional schools. Because particular interest has been expressed in the efforts undertaken at the graduate level on the College Park campus and in the professional schools on the Baltimore campus, the following two summaries are presented:

Minority Graduate Student Retention Efforts at UMCP

Because of its unique role in the State of Maryland as the only public institution authorized to award doctoral degrees in the academic disciplines and several of the professions the University of Maryland at College Park has a special responsibility for providing opportunities for graduate study for minority students. It has attempted to meet this responsibility through special recruiting efforts which are continuing. It is committed to meeting this responsibility through special efforts to assist black graduate students to achieve their degree objectives. Among those special efforts are the following:

1. Housing. While the Campus has no facilities for housing single graduate students and only 475 apartments for a graduate assistant population of nearly 1,200. it is holding a portion of those apartments (approximately 25% of those becoming vacant) for assignment to new or present minority graduate assistants.

2. Financial Aid. For a population of nearly 7,000 graduate students, UMCP currently has only 365 Fellowships, Traineeships, or Scholarships. The bulk of these are federally funded and will not be funded beyond the summer of 1974. Of the 77 state fellowships now funded through the Graduate School at UMCP, 32 are held by Blacks, 5 by Oriental Americans, and 3 by Spanish-surnamed Americans. We anticipate that this pattern will continue. Other efforts to expand the amount of financial aid to minority students include a major effort to identify graduate externships in federal and state agencies, the expansion of work-study opportunities on campus to graduate students, an expansion of loan funds available to graduate students, and part-time job opportunities. A campus-level review of graduate teaching assistantships, as to their award and to their duties, is currently under way, and should be concluded early in the 1974-75 academic year. We expect increased campus attention and support to award of assistantships by departments for purposes of recruiting and retaining qualified minority graduate students.

3. Special Academic Support Activities. Through the efforts of the Black Graduate Student Association, academic Departments, Colleges, and Divisions, several special supportive efforts have been undertaken and more are in various stages of development. A special tutoring effort in statistics has proved quite successful. Suggestions for changes in the sequence of courses, the extension of time limits, and the development of special courses, have been adopted or are in the final stages of discussion."

Minority Student Retention Efforts on the UMAB Campus

Retention and advising of students remain the responsibilities of the individual schools on the UMAB campus. This is necessary since each school offers unique professional educational content. Students enrolled in the professional schools come to this campus at an advanced level with prior higher education experience on other campuses. The faculty-student ratios in most of the schools on the UMAB campus, offer the opportunity for individualization of instruction. The formal and informal contacts with the faculty responsible for teaching is a primary resource for the students. All of the above are important considerations in the structuring of minority student retention efforts on the campus.

UMAB professional schools have instituted a variety of special programs (pre-enrollment and post-enrollment) to aid and abet the retention of minority students. Some of the academic support programs were instituted at the suggestion of minority students. Others were initiated by the schools in response to apparent deficiencies exhibited by some of of the minority students. Black faculty or staff persons in the schools of Dentistry, Medicine, Pharmacy and Social Work were hired and/or were designated to serve as direct resources to the development of retention programs for minority students.

The Chancellor's Office hired a black staff person (Inter-campus Relations Coordinator) in February of 1971, who carries major responsibility for coordinating campus-wide minority student retention efforts. Perhaps the most visible of his achievements was the introduction of the Hanau Study Technique program to the campus in early 1973. All of the UMAB schools participated in this program, including partial underwriting of cost related to training instructors and paying for hourly rates for tutoring of their students. The trained Hanau instructors represent an ongoing resource to the campus. The schools of Dentistry, Medicine, Nursing, and Pharmacy have utilized the Hanau instructors for minority student retention activities on a contractual basis since September 1973. The UMAB campus is continuing to look nationwide in its search for programs that may enhance minority student retention.

The UMAB professional schools are intensifying their relationships with predominately black undergraduate institutions and/or undergraduate institutions of sizeable minority enrollment. During the present year a task force has been established within each of the professional schools to meet on an ongoing basis with similar task forces from undergraduate institutions. The inter-personal, inter-campus faculty/school relationships are geared to better coordinate the contents of undergraduate major programs with the professional schools programs in order to increase the probability of minority student academic success in the professional schools. This effort is coordinated on a campus-wide basis and off campus by the Inter-campus Relations Coordinator.

The following listing describes past and/or present activities, by professional school, devoted to minority student retention on the UMAB campus:

I. School of Dentistry

A Summer orientation program (summer only)

October 1, 1969 to present (summer 1973 - the program became a head-start program.)

B. Hanau Study Skills program

February 1972 to present

C. Summer Clinic

Commencing summer 1973, we supported minority students to attend summer clinic, and provided employment under the College Work-Study program. Last year we employed eight (8) minority students under this program.

II. School of Law

A. CLEO (Council on Legal Education Opportunity)

Our students have participated in CLEO since before 1970. Between five and six students each year have gone to the CLEO program.

B. Pre-Enrollment Summer Program

We instituted this program during the summer of 1973 and and are offering it again this year. Last year 24 minority students participated in the two-week program, and we are again inviting all day and evening accepted minority students to attend this year's program.

C. Diggs Program

Professor Diggs of Howard University offered a special program during the course of the 1971-72 academic year. He utilized his own materials. We did not continue the program as Professor Diggs died during the summer of 1972, and no suitable replacement could be found. In effect, our "pre-enrollment summer program" replaces the Diggs Program.

D. Tutorial Program

This program was instituted during the 1972-73 academic year and continued this past year. We plan to continue the program in the future.

E. Hanau Study Skills Program

December 1972 - May 1973

F. Practice Exam Program

Since 1970, we have offered practice exams to minority students during the course of each semester. We expect to continue this program in the future.

III. School of Medicine

A. C.O.M.E. - (Summer only) (Coordinated Orientation to Medical Education)

Summer of 1969 to present

B. Hanau Study Skills Program

December 1972 to present

C. Special orientation program for entering minority students

Summer 1974

D. Programs coordinated by the Office of Medical Education (1972 to present)

1. Student Tutorial Program

2. Self-instructional materials and equipment

E. Full time Assistant to the Dean who is solely involved in recruitment and retention of minority students.

IV. School of Nursing

A. Academic Study Skills Program

September 1971 - December 1971
September 1972 - December 1972

B. Hanau Study Skills Program

December 1972 to present

C. Summer remedial work

1972 to present

V. School of Pharmacy

A. Hanau Study Skills Program

December 1972 to present

B. School of Pharmacy Summer Program (summer only)

June 25 - August 3, 1973
(Also to be conducted for the summer of 1974)

VI. School of Social Work and Community Planning

A. Since 1969 two retention programs have been instituted and are still in existence in the school which have been helpful to black students in their educational experience here at the school. The first program is an orientation session based primarily on academic skills given in the fall of each year for the entering class of students. This program is organized in three major parts.

1. Part One - the Library Laboratory is focused on helping students learn how to use the materials and services of the Health Sciences Library and the Social Work Reading Room.

VI. School of Social Work and Community Planning (continued)

A. 2. Part Two of the academic skills program is designed to help students become more efficient and more effective in their studies. The program consists of sessions which are designed to help students improve the following skills:

Reading efficiency
Study skills
Listening and note taking skills
Examination skills

3. Part Three of the academic skills program is the writing skills workshop which stresses practice in selecting a topic, limiting the topic, organization of research papers and writing styles. This program was subsidized by the school.

B. The second program which the school has instituted is ongoing individual and intensive help with writing papers. We have hired an English teacher who has been effective in helping students increase the quality of their written material. This is a service for which the school contracts and pays the instructor and is readily available free to individual students.

C. The third program, which the school did not institute, but one in which we participate was the Hanau Program. The students who participated in this program found it very helpful.

IX. RETENTION OF BLACK STUDENTS

B. STATE COLLEGES

Insuring retention of the non-traditional student is a complex task. The challenge of this task mandates that each State College utilizes its own human resource of faculty, students, and administrators to begin designing and implementing a comprehensive experience which must undergo continual evaluation and adaptation if it's to become ultimately a viable equal access vehicle for minority students. Therefore, the following comprehensive academic and motivational program design will serve as a framework which each State College must adapt to cope with its own unique student potential and levels of readiness.

Program Design

An Academic Skills Center, to be established at each State College, will serve as the nucleus for the innovations which must be developed and implemented. Such a Center will be supportive of academic departments but will operate autonomously in order to remain flexible enough to really test new concepts and methods of student development. The Center will be operated by a select group of faculty and counselors and assisted by students (faculty-assistants) identified as promising minority students who have an interest in and the potential for joining the faculty or professional staff of one of the State Colleges.

Objectives of the Academic Skills Center

The following objectives reflect the initial conception of "total" student development. The Academic Skills Center will:

1. Diagnose student needs, via standardized and locally developed instruments of measurement;
2. Place the student in academic experiences in accord with his diagnostic profile;
3. Provide competency-based experiences in reading, study skills, computation, and written communication;
4. Provide tutorial services in specialized areas for students who move into the regular curriculum;
5. Provide academic, personal, and career counseling;

6. Provide experiences in test-readiness;
7. Design and implement one of the two types of summer transitional programs;
8. Conduct on-the-job workshops for Center faculty;
9. Conduct assessments of student retention in the Skills Center and request comparable data on non-Center minority students; and
10. Submit this study of minority student retention to the Academic Dean or appropriate administrative office at the end of each semester.

Program Concept

The Academic Skills Center has been conceived as a means of providing individualized experiences that are managed through specific competencies developed for each of the skills area noted in Objective 3. The student will be able to begin within the total experience at the level reflected in his diagnostic profile; however, the student will not be allowed to move out of any experience until he has mastered all articulated competencies. This does not mean that all students will be enrolled in all experiences; a student's profile might reflect that he can be enrolled in a combination of experiences in the Academic Skills Center and the regular curriculum. Some of the experiences in the Center could be given for credit. The tutorial services for the regular curriculum will foster retention efforts once the student has mastered the basic "survival skills".

Academic counseling will be supplemented by a focus on the development of self-actualization and career objectives. The specific objectives of the counseling unit will be to:

1. Diagnose students' needs;
2. Place the student in accord with identified needs;
3. Follow-up on the academic development of each student;
4. Provide one-to-one sessions on the personal student problems which affect his academic performance;
5. Conduct Human Potential Seminars to foster student self-actualization;
6. Administer vocational and occupational inventories and interpret them with the student;

7. Conduct career orientation seminars;

8. Identify and monitor student participation in enrichment activities; and

9. Serve, over-all, as an ombudsman in all matters crucial to student adjustment and survival.

Counseling will be a continuous service until the student has made a complete transition into the regular institutional academic program.

Two different types of Summer Transitional Programs will be developed. One type will be the summer focus on the initial development of the academic areas noted above which would allow the student to achieve as many competencies as possible and to begin where he left off at the start of the regular academic year--the headstart concept. The other type will be more limited in scope. The entire experience will be centered around specific analytical skills and Human Potential Seminars, the latter designed to cope with the total concept of under-achievement via enhanced self-motivation, self-determination, and inter-personal relationships. The colleges will sponsor cooperatively the Summer Transitional Programs.

Program Evaluation

One of the counselors specifically would be given this task. Evaluations would be designed specifically to ascertain impact of programs on student retention and to ascertain particular areas or services needing to be ameliorated, revised and/or expanded. In addition, basic information would be gathered on the monitored student which would be submitted to the appropriate institutional office for analysis and compilation with other student retention data. The institutions will submit these comprehensive data to MCHE in order that it will be able to assess the retention rate of black students at the various State Colleges. Specifics around which data gathering and assessment will focus are:

1. Summary of student by class;

2. Summary of objective diagnostic placement by class; that is, regular curriculum, Academic Skills Center plus regular curriculum, or Academic Skills Center;

3. Summary of each semester's performance by the student in terms of of specific competencies achieved;

4. Summary of significant non-cognitive factors impacting on student achievement or failure to achieve;

5. Summary of attrition by class; including academic, attitudinal, motivational, financial or other reasons for attrition, and

6. Summary of attrition rate as compared with that of other minority students in class and with information provided by the appropriate office on general attrition.

The gathering of such information, especially including minority students not in the Academic Skills Center, will require racial coding on the admission applications.

Developmental and Implementation Stages

A formula for development and implementation cannot be given because the institutions are not the same in terms of existing segments of the proposed design.

It will therefore, require some institutions longer to implement a comprehensive program. However, the tentative date is Academic Year 1974-75 for development and Academic Year 1975-76 for implementation. Each institution, however, will be monitored to insure that it is developing as rapidly as possible in terms of existing resources.

This program will have a salutary effect on the existing supportive programs. The existing programs have sought to assist students in improving their performances in English, Mathematics and other areas in which they are currently enrolled. The Academic Skills Center will broaden the scope of these programs by seeking to strengthen areas of background weaknesses detected through testing and by providing competency-based experiences in these areas.

IX. RETENTION OF BLACK STUDENTS

C. COMMUNITY COLLEGES

The Maryland State Board for Community Colleges has traditionally supported an open-door admissions philosophy. Consequently, many who are admitted, including black students, are unprepared to pursue an educational objective effectively. In response to the needs of such students, each of Maryland's sixteen community colleges offers a wide range of developmental courses designed to improve skills in oral and written communications, study, reading and mathematics. Specialized laboratory opportunities intended to provide individualized instruction are generally available to support the regular classroom instruction in developmental courses. Faculty members with specialized training are normally employed to teach developmental courses. Faculty teaching these courses carry a reduced teaching load. Developmental courses are are funded on the same basis as regular credit course offerings. In order to determine the effectiveness of developmental courses, the State Board for Community Colleges has requested that each institution evaluate these offerings in the light of subsequent student performance in regular academic courses.

Maryland's community colleges also employ other methods designed to improve the retention rates of their students. Specialized academic guidance and counseling services are available to students who require such assistance. Programs may be extended so as to allow individual students to carry lighter academic loads. Transfer counselors are available to provide information and assistance to students interested in continuing their formal education beyond the community colleges.

The State Board for Community Colleges is currently involved in two projects which will provide institutional and system-wide data on the retention of black students. The first involves a student follow-up study of all 18,000 students who entered a community college in 1970. When completed, the study will indicate, among other things, the relative rate of persistence of black and white students for the entering class in 1970. The State Board intends to repeat this survey on a cyclical basis. Also, the recently established student transfer policies involving all public higher education institutions in Maryland will provide data on the acceptance of black community college students at four-year institutions, as well as ongoing reports on the persistence of these students after transfer.

Finally, one observation needs to be made with respect to the student retention rates in community colleges. Until fairly recently, all of the studies in the literature on student persistence in community colleges have defined dropouts as those who left the institution prior to graduation. This definition is both misleading and damaging, particularly in view of the changing nature of the community college student body, where graduation from the institution may not have been the individual's educational objective at the time of entry. One of the purposes of our current student follow-up study is to identify the student's educational objective at the time he entered the community college. If the student did not graduate, but realized his educational objective, he will not be classified as a dropout. Thus graduation alone becomes less significant as a measure of institutional or individual success.

D. STATEWIDE ACCOUNTABILITY

As the Maryland Plan abundantly illustrates, each of the three segments has undertaken to extend general programs and initiate new ones over the whole range of activities affecting attrition and retention. The range involves recruitment, admission, financial aid, academic advising, personal counseling, special short and regular courses and tutorial aid. With respect to retention in the sense of progression from one educational level to another, the efforts to improve articulation between Community College programs on the one hand and State College or University upper division collegiate programs on the other have special significance. In the same sense, efforts to facilitate the movement of students from some of the undergraduate programs into programs of the professional schools or the graduate schools are similarly significant.

Success in increasing educational opportunity for black students and success in assuring its equal availability are fundamental objectives of the Maryland Plan. Within the context of comprehensive monitoring arrangements, each segment will further develop analyses of retention experience, experiment with and adapt programs to strengthen it where it may need improvement, and report regularly to the Maryland Council for Higher Education so that that agency may make the evaluations necessary for accountability by the State as a whole.

X. DISCRIMINATION AT THE INSTITUTIONAL LEVEL

Pages II-20-23 explain how the monitoring mechanisms for identifying discrimination at the institutional level will operate and the statistical activities collected at the institutional level which will be consolidated by the Maryland Council for Higher Education. Considerable data not previously collected by this State, and to our knowledge by any other state, are being required from the institutions through their segment boards to the Statewide agency. The State is committed to supplying all obtainable data germane to the desegregation process and forwarding pertinent information to OCR-HEW as required.

XI. DESEGREGATION OF FACULTY AND STAFF

The goal is to have a representative number of"other-race"faculty at each institution, based on instructional needs and availability of suitable candidates, defined within the concept of the role of that institution. It is deemed critical to an understanding of the State's efforts at further desegregation of faculty and staff for the HEW to understand the different roles of the three segments in the State tripartite system. With such an understanding by HEW, it will appreciate why the three segments normally draw potential faculty from different availability pools.

The University segment has the mission of teaching undergraduate students; it is the public State resource of faculty for carrying on frontier research and graduate/professional education; it has certain unique public service roles intimately tied to its research and graduate study role. The University faculty at professorial ranks do not stratify by these particular missions, but are each expected to participate in all of them. It is well understood therefore that it draws its potential regular professorial faculty from a national availability pool different in kind from, say, the community college segment. It is closely, but not exclusively, dependent on the Ph.D.-holding pool of potential faculty.

The State College segment shares many, but not all, of the missions of the University, in particular the undergraduate education and some graduate/professional training. Its stress on the terminal-degree faculty is correspondingly less as it participates to only a limited degree in preparing terminal graduate degree students.

The community college segment clearly draws its faculty from a much more local pool whose chief characteristic is knowledge and sensitive understanding of community programs and needs.

A goal for the State is to have its faculty reflect a representative composition in all its segments. To that end, the State will centrally assemble and distribute information to all segments on potential faculty.

A Central Placement and Review Bureau for faculty will be maintained by MCHE. The Bureau will be responsible for coordination and implementation.

Each institution will continue to recruit faculty, individually, as at present. At the same time, the Central Bureau will be notified that a vacancy exists and what its qualifications are. The Central Bureau will periodically forward any appropriate names and accompanying vitae from their candidate pool to the campus Academic Affairs Office who will inform the appropriate office concerned with affirmative action monitoring. These will be considered by the academic unit along with candidates found using other affirmative action recruiting methods.

When an "other-race" candidate appears to be the best qualified candidate for the position, he or she will be hired. Once the selection is made and the vacancy filled by the academic unit all curriculum vitae collected, as well as the normal affirmative action form, will be routed through the Campus Academic Affirs office for deposit with the Campus Human Relations or Affirmative Action officer. Periodic reports of the outcome of the total hiring process will, as described in the Plan, be submitted through segment boards to MCHE.

The Central Bureau will organize curriculum vitae forwarded to it, and circulate them to campuses for appropriate vacancies, and compile reports of the results.

It shall be the responsibility of the Central Bureau to maintain successful liaison with the State Department of Personnel on matters affecting availability and employment of higher education staff. Conditions of employment and opportunities unique to one or more of the three segments, must be made known -to the Central Bureau and by them to the State Department, so that maximum utilization of inter-state agency information flow can be available.

XII. PROGRAMS TO INCREASE THE NUMBER OF BLACK FACULTY AND STAFF

Faculty

In disciplines where availability is a significant problem, the State Colleges and the Universities will identify promising black and/or other minority undergraduates who will be recruited by the University for graduate programs in appropriate areas of study. Admission will be facilitated and financial assistance at the rate of a graduate assistantship or fellowship will be provided upon the agreement of the student to teach in a designated Maryland instituiton of higher education. The students would generally be offered teaching posts in the designated state institution upon completion of the Master's and can either begin teaching on a part-time basis until the Ph.D. is attained, or continue on a teaching assistantship or fellowship until completion of the doctorate.

The University regularly has a pool of post-baccalaureate potential faculty in its graduate student body. It is the intent of the State to offer further financial assistance for that pool in order to further its growth. The University, for its part, intends to share information among its campuses about promising black and/or other minority post-baccalaureate students in order to enhance the possible upgrading of such students into faculty while maintaining the necessary cosmopolitan flavor vital in University faculty.

Staff

All institutions will identify promising undergraduates who could be offered staff positions at the various campuses upon completion of undergraduate study. For positions requiring graduate work, part-time employment or an assistantship will be provided by the University upon agreement that the candidates will assume a designated position in a designated institution upon completion of the required work.

The Central Placement Bureau, referred to in Section XI, will receive information concerning jobs, stipends, and promising students from the segments and circulate that information to the segments. The Central Bureau will compile information concerning the results and file required reports.

CHAPTER THREE

BEST COPY AVAILABLE

UNIVERSITY OF MARYLAND SEGMENT

OF THE MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE

THE ROLE
OF
THE UNIVERSITY OF MARYLAND
IN THE
MARYLAND PLAN

The Structure of the University of Maryland

The University of Maryland is a system of five geographically and administratively distinct campuses governed by a single Board of Regents. The campuses are:

University of Maryland at Baltimore
University of Maryland, Baltimore County
University of Maryland, College Park
University of Maryland, Eastern Shore
University of Maryland, University College

Responsibility for the execution of policies laid down by the Board of Regents rests with the President of the University. In his work of policy execution and coordination he is served by a central administration staff. The President has delegated operational responsibility and authority for the implementation of Regents' policy and for the conduct of operations to the five Chancellors of the respective campuses.

Each of these campuses has developed a program of equal opportunity to carry out University policy and to contribute to the fulfillment of the State of Maryland plan to achieve a non-discriminatory system of public higher education. The campus programs described herein are coordinated through the President of the University, who is responsible for administering the University's monitoring mechanism and for compliance with the requirements for reports to the Maryland Council for Higher Education that are contained in the State plan.

Reaffirmation of the University's Policy of Equal Opportunity

The University of Maryland's policy to provide equal educational opportunity to students and equal employment opportunity to faculty and staff is given expression and effect through the University's present structure. This policy has been developed by the Board of Regents to its present comprehensive form in pronouncements over a period of years. The President of the University defined and interpreted the policy in broad terms on August 14, 1970 in a statement of which the following is an extract:

A STATEMENT ON EQUALITY OF EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

"The University of Maryland is committed to a policy of equal educational and employment opportunity for the individual at all levels and throughout the University system. The University strongly opposes discrimination against any group or individual because of race, religion, sex, creed or national origin. An abiding respect for the dignity and worth of the individual in a living, learning community is the basic democratic principle underscoring this policy.

"Where exceptions to the policy of nondiscrimination are noted, they must be brought to the attention of the appropriate officials, organizations, groups or individuals whose responsibility it is to effect prompt compliance....

"....We will continue to oppose discrimination throughout the University. We will continually reexamine our policies and programs so that to the best of our ability (and within our jurisdiction) a contribution will be made to the advancement of every individual.

"This University is firmly committed to equality of opportunity, and it will continue to respond to the needs of all of its students. This response will depend not only on stated policies, but also on the quality, conduct and cooperation of faculty, students, staff and administration."

The Chancellor System

Under the policies laid down by the Board of Regents and the executive authority vested in the President, the Chancellors have the responsibility of initiating procedures, exercising controls and reviewing practices to assure equal access and opportunity to students, faculty and staff. Each Chancellor has freedom to adapt procedures and practices on his own campus to particular needs of the communities it embodies and serves. He or she must, moreover, operate within the structure and processes of academic governance established on the campus. These structures of governance variously include faculty bodies and bodies including student representation and staff representation as well as faculty.

The affirmative action plan of each campus is the special instrument that has been developed to define policies, goals, structures and procedures and to coordinate actions necessary to measure and achieve program effectiveness. Affirmative action plans are in operation on all campuses of the University.

With particular reference to conditions of employment and the commitment of the University to assure nondiscrimination in employment, the Board of Regents adopted on May 11, 1973 a policy statement establishing a set of guidelines to be followed by each campus in drafting a Human Relations Code. The first guideline in this statement provides that each campus code"...shall affirm a commitment to a policy of eliminating discrimination on the basis of race, sex, religion, color, age or national origin." Adoption of explicit policy guidelines by the Board of Regents and the charge to each campus to develop a Code reflecting the needs and conditions of the community it embodies and serves illustrates a basic aspect of the University's structure.

It is the Chancellor of each campus, therefore, who has the over-all responsibility for initiating and carrying out programs, consistent with Board of Regents policy, that directly affect such matters as the recruitment of students, admissions, financial aid, support services, retention and placement. In each of these areas, however, academic departments and faculty have reciprocal responsibilities and may develop distinctive procedures.

It is also the Chancellors who are responsible for the initiation of programs, consistent with Regents policy, that directly affect employment practices and employer-employee relations with the classified and associate staff.

In the area of faculty recruitment, retention and promotion, initiative for actions affecting individuals rests with the faculty of academic departments, colleges, schools and campuses. In the matters of granting tenure or promotion, for example, favorable recommendation by the relevant faculty is a necessary condition.

Responsibility for initiating new academic programs rests with faculty in the relevant departments, divisions, colleges and schools. There can be exceptions as, for example, in the case of a distinctly new department or college, which might be authorized after studies initiated by the President. In the regular course of events, however, the initiation of new majors, new degree programs and new options to combine studies in different fields or departments rests with faculty.

Given the University's administrative structure, it is necessary and appropriate that each of the campuses should have developed its own program of equal educational and employment opportunity, each acting in conformity with the policy formulated by the Board of Regents and interpreted by the President, and each subject to review by the President. Although campus programs were developed before the State-wide public higher education desegregation program was ordered by the Governor to be drawn up, the design of these campus programs has been extended in the present document to give expression to the State-system-wide character of the comprehensive plan now being submitted by the State.

Each of the campuses has the responsibility of developing a system for the monitoring of program effectiveness, including provision for the designation by the Chancellor of persons and offices who will be accountable for implementation. The President has the responsibility to determine and assure that all programs effectively implement the policies of the Board of Regents and his own directives. These programs are set forth in the pages following the next two sections of this introductory statement on the role of the University.

Overview of Degree Offerings

There are several characteristics of the University's degree programs that are especially relevant to its own commitment to equal opportunity and to the Statewide commitment to equal opportunity in public higher education.

The first highly relevant characteristic is that in a large number of academic and professional fields the University offers programs of study ranging from the introductory college level through advanced undergraduate level, on to masters and doctoral levels, and beyond that, to post doctoral study and research. No young person with the requisite potential ability need go far afield to advance as far as his interest and talent and the resources made available to him can take him.

A second relevant characteristic is that the University's array of degree programs includes those that focus on a liberal education, those that prepare for careers in academic life and in the arts and sciences, and those that prepare for careers in business and the various professions. The University is prepared to be responsive on each one of these different fronts to the different interests and orientations of students who see one or another of these educational paths as the most promising route to personal fulfillment and material advancement. To students who are undecided about careers when they enter college, including many minority students, the availability of these alternatives is of particular advantage.

A third relevant characteristic of the University's degree programs is their many interrelationships and the many possibilities that exist for students to follow interdisciplinary studies, to follow special studies, and to innovate with novel combinations of studies. Students who for whatever reason prefer innovative and experimental programs to traditional ones face increasing opportunities by virtue of the interrelationships being stressed within the University. In addition, the University, in concert with some of the State Colleges, initiated cooperative educational programs intended to widen special study opportunities for students whose primary enrollment is in one of the cooperating institutions.

A fourth relevant characteristic is that the University's degree programs reflect growth over time in faculty and facilities, changes in student interests and changes in social needs. The degree programs are dynamic, not static. The depth and breadth of faculty resources and facilities in all of the basic disciplines and many special fields make it possible for the University to develop and revise curricula in ways that are responsive to changing student interests, changing social needs and the advancement of knowledge. It follows that the capacity to respond to the needs of minority students is great.

The Context Within Which Goals Are To Be Attained

The University's commitment to assure equal access and opportunity in education and employment implies the adoption of goals that are attainable and that will reflect the desired results. In the individual campus statements set forth in the following pages, goals are stated that each campus regards as attainable if at least three conditions are met.

The first necessary condition is that persistent efforts are put forth to attain the goals and monitoring mechanisms are employed to assure progress toward them. The University and each of its campuses are committed to making such efforts and conducting such monitoring activity.

The second condition is that where additional financial resources are indispensable to the implementation of equal opportunity programs, additional resources will be made available to the University. The University must look to the State for the bulk of the additional resources that are needed.

The third condition relates particularly to the attainability of goals affecting the ethnic composition of the student body. The University draws its entering undergraduate students preponderantly from the high school graduating classes of Maryland; so do the State Colleges; and so do the Community Colleges. All three can and must strive to encourage increases in the proportion of black and other minority high school graduates who go on to college. Yet for the predominantly white campuses and colleges to be able to realize their goals of substantially increasing the representation of black students in their student bodies it will be necessary for the predominantly black colleges to realize their goals of increasing substantially the proportion of white students in their student bodies. Indeed, as between the largest predominantly white campuses and all of the predominantly black campuses, a significant shift in the proportion of entering black students must occur if both groups are to attain the goals whose achievement will spell success for the State system as a whole.

So far as the whole set of equal opportunity goals is concerned, the improvement of racial balance within the student body depends upon the improvement of racial balance among the faculty. For the University this means achieving success in recruiting black and other minority group faculty in the national market from which university faculty are drawn. It means contributing to faculty development and exchange programs with other institutions of the State-wide system as described in the present document. It also means intensifying its efforts to expand graduate study opportunities for black and other minority group students, thereby contributing to the pool of young scholars seeking academic appointments.

* * * * * * *

DESEGREGATION PLAN

FOR

UNIVERSITY OF MARYLAND AT BALTIMORE (UMAB)

I. Campus Roles - Policies of the Campus

A. Objectives

It is the commitment of the UMAB campus to offer equal opportunities for all qualified persons regardless of race, color, religion, ancestry, national origin, sex or age and within the capacity of the physical and fiscal resources available to UMAB.

This commitment is consistent with the commitment of the total University as announced by the Board of Regents. The Board of Regents specifically addressed itself to equal opportunity efforts on the UMAB campus in November 1970 and January 1971. The UMAB campus adheres to the principles and policies promulgated by the Board of Regents.

The UMAB, further, is committed to the fulfillment of the principles and policies set forth in the Maryland Plan for Completing the Desegregation of the Public Postsecondary Educational Institutions in the State. These policies and objectives are concerned with racial balance only, in conformance with the State of Maryland Plan. Sex and race balance policies and objectives are covered in an affirmative action plan for the UMAB campus.

B. Administrative Organization

The Chancellor is the chief administrative officer and is responsible directly to the President of the University and, through the President, to the Board of Regents. The schools on the campus are headed by deans and other campus units are headed by directors. The deans and directors are responsible to the Chancellor.

There are two Assistants to the Chancellor of equal rank. The Assistants to the Chancellor work directly with the Chancellor and bear a staff relationship to the deans and to the Director of the Hospital. The Assistants to the Chancellor bear a line relationship to the administrative departments. One Assistant to the Chancellor spends major time on equal opportunity matters and bears a direct responsibility for operation of the Office of Student Affairs Coordination (the Minority Recruiter, the Inter-campus Coordinator and the Financial Aid Officer) and the Office of Personnel Services. One Assistant to the Chancellor has direct responsibility for budget development, faculty appointment and promotion review, chairing a committee for coordinating the campus-wide functioning of the various operating units, University Relations, campus housing and Student Union.

There is a campus Senate composed of faculty and student elected senators and ex-officio administrative members. The Chancellor is the President of the Senate. The Vice President of the Senate is an elected faculty member who chairs the Executive Committee. The Senate is concerned primarily with development of policies and activities that involve two or more schools on the campus. The recommendations from the Senate are made to the Chancellor. Depending on the nature of the recommendation, it may be further considered by the President of the University and the Board of Regents.

Each school has a formal faculty organization for the consideration and development of policies and procedures relating directly to the academic program and the functioning of that school. Each school has a student organization for the consideration and development of policies and procedures relating directly to student life in that school. The University Hospital has similar faculty and house-staff organizations.

These administrative and organizational relationships function to achieve the objectives of the University of Maryland at Baltimore and its component units. They also now serve and are expected to continue to serve this campus in the improvement of racial balance.

II. Student Composition

The racial composition projection established in the State Plan for black students in the undergraduate, graduate and professional programs on the UMAB campus is to achieve 14-18% enrollment by 1980. Efforts on the UMAB campus will be directed towards achieving 18% black student enrollment consistent with prior goals set for this campus by the University of Maryland Board of Regents. It is expected that these projections will be achieved in progressive steps.

Students enrolling in the various programs on the UMAB campus have previously completed two years of college, three years of college, the baccalaureate degree, or the master's degree, depending on the program to which they are admitted. As a result, program cooperation on the UMAB campus to improve racial balance in student enrollment consistent with the mandates of the Maryland Plan must focus on effective activities between the UMAB campus and those undergraduate campuses that have substantial black enrollment.

Substantial progress has already occurred in this direction and individual schools will retain the responsibility to strengthen their plan for and implementation of inter-campus cooperation. Services of the Inter-campus Coordinator and the Minority Recruiter are provided to assist in establishing appropriate contacts and programs to expedite inter-institutional contacts, respectively, between faculty and students. The individual schools will continue their budgetary support of recruiting activities to bring prospective black students to the campus. A basic goal is to have UMAB campus faculty and off-campus black faculty and students sufficiently familiar with each other and their related educational offerings that all extraneous impediments to the admission, enrollment, retention and graduation of black students on the UMAB campus are removed. Minority student recruitment efforts will continue to include the use of bi-racial recruiting teams.

Bowie, Coppin and Morgan State Colleges and UMES, as predominantly black undergraduate institutions, will continue to be the focus of the UMAB black student recruitment thrust. UMAB is also extending its black student recruitment efforts onto the Towson State College, University of Maryland, College Park and Baltimore County campuses since the black student population on those campuses is on the increase. UMAB will continue to seek extensive exposure in the mass media in order to make known its programs.

As new pre-professional programs of study at the predominantly black undergraduate institutions are established, they will be reviewed for the earliest possible consideration by the respective professional schools as a means of facilitating admissions.

In order to improve retention among UMAB black students, it is necessary to provide the means for each student to master the educational content of his or her professional program. Therefore, each school will provide academic skills improvement programs to meet the following objectives:

Improve skills in:

A. Notetaking
B. Mastering subject matter content
C. Writing and oral communication

UMAB will continue to seek and use programs designed to attract and retain "other-race" students through the training period. Such programs will be reviewed on an annual basis to determine their impact upon minority student recruitment and academic performance.

The maturity of our student body may not warrant the intensive advising resources projected for undergraduate campuses. However, we will assess this function as it relates to UMAB and seek advising resources where need is indicated.

III. Employment Composition

Academic and administrative units will make a determination of the extent to which "other-race" persons are under-represented in the employment composition of the unit. In those instances in which minority under-representation is evident, positive documented efforts will be made to recruit "other-race" candidates. The results of these efforts will be transmitted as a part of regular Affirmative Action/Desegregation reporting. Each academic and administrative unit will set its own employment goals in consultation with the Chancellor's Office.

A. Faculty

We will continue to recruit and to hire black persons at all faculty ranks. The goal is to have black faculty representation in proportion to the representation of blacks in the total population of the nation. The timetable for achieving this goal is September 1980. Achievement of this goal will be affected by the availability of black faculty in each profession and the attainment of a goal of black professional applicants at this percentage of the national population. All faculty recruitment is conducted on a nation-wide basis. The efforts to recruit black faculty will continue to be conducted on that basis.

In the case of resignation of a black faculty member, the reason for leaving the UMAB campus will be ascertained. Efforts will be made to determine whether it is possible to have some continuing relationship between the black faculty member and the respective school if the individual is remaining in this general area and if such a relationship can be mutually agreed upon. Information gained concerning black faculty memebers leaving the campus will be reported to the Chancellor by the respective dean.

The possibility of developing exchange programs with professional schools having predominately black faculty members will be studied by each of the professional schools with the objective of finding ways to affect such exchange either on a full-time or part-time basis.

UMAB will cooperate with the Maryland Council for Higher Education and State officials in establishing a number of "other-race" faculty chairs of superlative quality as appropriate funds are made available for them to the campus.

Financial aid through assistantships or through fellowships will be expanded to the extent possible within funds that can be obtained in order that such resources may be made available for promising black students who are presently enrolled or can be attracted to prepare for faculty positions.

B. Staff Personnel

Directors will retain their responsibilities for hiring and promotion of staff. However, their advertisement of vacancies and promotional opportunities must be consistent with and supportive of the State and UMAB campus goals to achieve both a quantitative and qualitative racial balance among the staff. Employment decisions must be carried out in the same spirit.

The Office of Personnel Services (OPS) will provide data on an annual basis and include programs and efforts utilized in the fulfillment of an instrumental role of helping the UMAB campus achieve a racial balance among classified employees. Further, the OPS has the responsibility for assuring the availability of the University grievance mechanism through which employees may expeditiously resolve problems of a work related nature.

The OPS has as one of its functions the development of training programs for employees at various levels. Training programs to enhance the potential and skills of black employees is one of the mechanisms available for improving employment and promotional opportunities for minorities. The Director of the OPS and his staff will work with deans and directors to either develop significant on-campus training programs, and/or arrange for off-campus training opportunities.

Employment of blacks in middle level supervisory-management and technical positions will be part of the UMAB continuing effort to recruit and hire black staff persons at all levels in the work force. Hiring and promotional procedures, as well as programs for up-grading, will be evaluated regularly.

As the necessary resources are made available, in-service training programs will be provided. The University encourages and supports employee enrollment in University College undergraduate programs that will lead to increasing the employees' ability to qualify for promotional opportunity. The goal of these activities is to arrive at an equitable representation of blacks in those positions on the UMAB campus at policy and decision-making levels.

IV. Student Financial Aid

The providing of student financial aid has been primarily based on the work of each of the individual schools and the major sources of aid have been from the federal government and from private gifts and bequests. Since 1970, there have been two significant developments that have aided the continued thrust of the individual schools in more adequately meeting our collective determined efforts to increase black student enrollment.

A. The University has been successful in obtaining for the UMAB campus additional state funds for student aid. These state funds were essential to the provision of adequate financial grants for students from economically deprived circumstances. Operating within the principle of financial need as the basic criteria, these state funds are an important financial aid instrument toward promoting increased black enrollment.

The "other-race" program has been a highly successful student financial aid instrument in the past three years in promoting an improved racial balance among the six state colleges. The University is presently seeking a significant increase in state funds for financial aid for the UMAB campus for fiscal 1974-75. It will be of direct value to the UMAB effort for such additional funds to be designated specifically for "other-race" use.

The effort to provide appropriate forms of financial aid to black students includes not only a recognition of limited financial resources in individual cases but a desire not to encumber the future of these students with large educational loans. Scholarships and grants awarded to black students in 1972-73 reflect the UMAB campus' progress in this direction. Black students representing 6.9% of the total student enrollment received 35.6% of the available scholarship and grant funds. All financial aid is awarded on a basis of individual need. These figures do not include federal nursing scholarship funds awarded to black pre-nursing students enrolled on the University of Maryland Baltimore County and College Park campuses, the School of Social Work and Community Planning and other graduate programs; or outside scholarship awards received.

B. A central office for student financial aid was established in July 1971. One of the important subsequent accomplishments of the Student Aid Officer was to help the schools systematize their approaches to the determination of student financial needs versus student financial awards. The Student Aid Officer, in his relationships with each school, clarifies and reinforces campus-wide policies on use of financial aid as an instrument for increasing black enrollment. The concepts of student financial aid on the UMAB campus are under constant review to assure the best use of financial aid resources consistent with campus objectives and regulations governing state and federal allocations. Financial aid awards to students are made on a basis of final decision by individual professional schools. The Director of financial aid will submit an annual report of status, progress and recommendations to the Chancellor for review in relation to UMAB's Desegregation Plan.

V. Administrative Coordination

The UMAB Chancellor, as the chief executive officer, is committed to achievement of the desegregation goals set forth in the Maryland Plan for Completing the Desegregation of students, faculty and staff.

The responsibilities for and implementation of administrative policies necessary to meet these objectives are shared jointly between the deans of the schools and directors under the Chancellor's leadership. These administrative officers will thoroughly familiarize themselves with the State Plan and the UMAB Plan in order to: make full use of existing resources, in order to determine new initiatives that may be required to fulfill the mandates of these plans; and, in order to eliminate internal inconsistencies in administrative actions. They will be responsible for devising the means by which the components under their direction will comply with the UMAB campus' objectives. Regular reports to the Chancellor will be required in order to evaluate the success of these efforts.

Schools will retain the responsibilities they currently have for student recruitment, admission, retention and academic progress. Individual schools will develop mechanisms and procedures, where they do not already exist, through which they will achieve the goal of black student enrollment, have success in the retention of black students and provide a climate for normal academic progress leading to graduation. Additional campus-wide initiatives will be taken in these areas through Senate committees.

An Assistant to the Chancellor will continue to have, as a major task, the responsibilities for administering and coordination of equal employment and educational opportunity activities on the UMAB campus. The Assistant to the Chancellor is authorized by the Chancellor to secure appropriate employment and student data, provide data reporting systems, evaluate progress and recommend corrective remedies/actions where warranted. The Chancellor in turn, will synthesize and transmit the reports to the President for inclusion in the regular Affirmative Action/Desegregation reports to the Board of Regents and the Maryland Council for Higher Education.

Several central administrative services already exist on the UMAB campus in support of effecting equal opportunity for employment and education. These services are, and will remain, under the administrative direction of the Assitant to the Chancellor heretofore referred to. These staff functions include the Minority Recruitment Officer, the Inter-campus Coordinator and the Financial Aid Officer whose activities are directed towards augmenting the schools' efforts in the fulfillment of their responsibilities for increasing black student enrollment, providing academic support programs, seeking viable financial aid formulas and strengthening relationships between the UMAB campus schools and predominantly black undergraduate institutions.

The Office of Personnel Services (OPS) is also under the administrative direction of the same Assistant to the Chancellor. The impact of practices and activities in the OPS as they bear upon the recruitment, certification and referral of minority applicants for classified positions is critical to the ability of deans of the schools, heads of departments and directors to fulfill their responsibiltiies for achieving both a quantitative and qualitative racially balanced staff. The Affirmative Action Officer (AAO) who is assigned in the OPS, has responsibility for campus affirmative action programs for classified employees. Although the Director of OPS and the AAO have a direct relationship, progress and problems arising from the AAO's campus-wide contacts in the performance of necessary tasks are subject to review by the Assistant to the Chancellor.

Additional resources will be needed in order for the UMAB campus to fully achieve the objective of racial balance by 1980.

VI. Inter-Institutional and Program Cooperation

The following initiatives are being taken:

A. A task force in each school to work with task forces at predominantly black colleges to assist undergraduate faculty, administrators and students in preparing students for admission to the UMAB professional and graduate schools.

B. Testmanship seminars: Each professional and graduate school utilizing standardized tests as a component of the admissions process routinely providing each undergraduate campus with specialized instruction in test taking skills.

C. Exchange Agreements

    1. Encouraging students and faculty at predominantly black institutions to utilize academic faciltiies at each UMAB campus school (e.g. health sciences library, labs, self-instructional materials, etc.).

    2. Assigning faculty from each professional and graduate school to provide counseling to prospective applicants at the predominately black undergraduate schools.

D. Summer and/or evening seminars and workshops to better acquaint faculty members at the undergraduate institutions, with course content which is emphasized as pre-requisite for admission to the schools.

E. An improvement in the admission procedures on the UMAB campus to provide for more personalized, instructive evaluation from faculty and administrators of predominately black undergraduate institutions regarding the academic preparation of black applicants seeking admission to schools on the UMAB campus. More personal contact between those on the UMAB campus carrying admissions responsibilities with relevant undergraduate references is recommended as a means of enhancing the evaluation of a black applicant.

F. Other

1. Summer experience programs for students of Bowie, Coppin, Morgan, and Towson State Colleges and the University of Maryland Eastern Shore in order to assist faculty of the schools on the UMAB campus to better acquaint these students with the opportunities available at UMAB (a similar highly successful program involving Baltimore high school students was recently instituted at the School of Pharmacy).

2. The UMAB Schools are exploring the potential for developing qualified minority faculty.

3. UMAB will seek to expand inter-campus arrangements to facilitate the flow of minority students into educational programs on this campus. Examples of this potential are:

    a. Schools of Nursing and Pharmacy are developing plans to involve Coppin, Bowie, Morgan and Towson State Colleges' students in respective programs of pre-nursing and pre-pharmacy.

    b. Schools of Dentistry, Law and Medicine will encourage agreements with Coppin, Bowie, and Morgan State Colleges, whereby, outstanding minority students completing their junior year would be accepted for enrollment.

    c. The School of Social Work and Community Planning has just instituted a five year Master's of Social Work program for students completing a Bachelor's of Social Work undergraduate program. The School's existing relationship with B.S.W. programs on the Coppin, Bowie and Morgan State College campuses and the University of Maryland Baltimore County campus should assist in the recruitment of minority students for the five year M.S.W.

d. Deans of schools and academic advisors will exchange listings of course and program offerings with other State higher educational institutions.

VII. Monitoring Mechanisms

Consistent with the description of his responsibilities described under the section entitled "Administrative Coordination", the Assistant to the Chancellor concerned with equal opportunity on the UMAB campus will develop and implement the mechanisms needed to monitor the effectiveness of impartial and reasonable actions to achieve racial balance. The monitoring mechanism will include the collection, analysis and transmission of data on students, faculty, administrators and classified employees as specified in the State Plan. The Assistant to the Chancellor will make reports and recommendations to the Chancellor who in turn will synthesize and transmit the reports as provided in the State Plan.

Individual deans of the schools and directors will retain responsibilities for continuous monitoring of their respective components. A desegregation task force of faculty, administrators and staff will be formed to evaluate progress made toward the goals and timetables for achieving racial balance. This task force will make recommendations for the resolution of continuing problems in difficult areas to the Assistant to the Chancellor.

A. Policies of the Campus

As stated on numerous occasions by its Chancellor, the University of Maryland Baltimore County recognizes its moral and legal obligations to assure equality of educational opportunity to its students and equality of employment opportunity to its faculty and staff. Indeed, the University considers itself, as an institution of higher learning, to be a special exemplar of these principles. The University is especially committed to the objectives declared in the overall Maryland State Plan, and will pursue the objectives systematically, subject to the availability of State-appropriated funds for implementation of those steps involving additional expenditures.

1. UMBC, through its Chancellor and his designated representatives, is committed to increasing the enrollment, retention and successful matriculation of black students. The aim of UMBC is to enroll a black student population in proportion to that of the Baltimore area population. This enrollment population goal should be reached not later than 1980.

2. UMBC is committed to the task of eliminating all biases in its program of education and service -- from initial application to graduation in the case of its students, and indeed, in all aspects of operation of the University.

Specifically, equality of educational opportunity is promoted through: aggressive recruitment of students from ethnic and racial minority groups; systematic provision of remedial and tutorial instruction for students, especially minority-group members, with specific learning disabilities that seriously reduce the probability of their successful completion of the B.A.; comprehensive academic, career and personal counseling; and financial aid (within the limits of available funds) to low-income students generally and low-income minority-group students in particular. The twin goals of these efforts are to raise the ratio of minority-group students to total enrollment to equality with the ratio in the population of the Baltimore metropolitan area, and to equate the minority-group B.A. completion rate to that of whites.

Achievement of equal employment opportunity is pursued through affirmative action, in the fullest sense of the term. The Chancellor is responsible for the coordination of the academic programs and the administrative functions to ensure that opportunities are offered to minority students and employees. Appointments to the faculty and staff are made only after documentary evidence has been presented that a thorough search has been made for qualified minority-group persons. Programs to upgrade unqualified, but qualifiable staff employees are being instituted to the fullest practicable extent. Retention and promotion practices and procedures have been purged to assure equal treatment for all, regardless of race or ethnic background to the extent doing so is consistent with labor market conditions. Salary differentials by race among the faculty are being eradicated, and various steps toward the same end are being taken with respect to the administrative and custodial staff.

Actual responsibility for progress rests with the Vice Chancellor for Academic Affairs and his Division Chairmen for faculty personnel. Actual responsibility for progress with respect to associate staff and classified employees rests with the Vice Chancellor for Administrative Affairs, the Director of Personnel, and major department heads who have the authority to select and hire.

Finally, an office has recently been established, the director of which gives full-time attention not only to equality of educational and employment opportunity, but also to reduction and prevention of racial tensions throughout the institution.

B. Programmatic and Organizational Changes

Since the beginning of academic year 1971-72, UMBC has had a Chancellor charged with the responsibility solely for the growth and development of the Baltimore County campus. The Chancellor will continue in this effort, especially giving attention and support to those programs and activities which assure an expanded role for blacks at this University. Special attention will be given to the following:

1. Minority Recruitment
2. African American Studies Program
3. Affirmative Action
4. Learning Resources Program
5. Black Students Union
6. Chancellor's Commission for Minority Student Education.

1. Minority Recruitment

(a) Minority Recruitment -- undergraduate

UMBC has made special efforts to recruit minority-group students since its inception in 1966. The efforts were given added impetus in February 1972, when the Office of Minority Recruitment was created with a full-time staff of two professionals and a secretary. UMBC will continue its effort to interface with the Baltimore City Public Schools as part of its recruitment efforts and its responsibility to broaden the career options of minority group students. As part of this effort, UMBC will expand its pilot program for summer employment begun by the Division of Biological Sciences where talented minority high school students worked as research aides to faculty members. Efforts will be made to expand this program to other departments including chemistry, physics and mathematics.

(b) Minority Recruitment -- graduate

UMBC will commence during the current academic year to aggressively recruit black graduate students on both a State and national level, with the goal of attaining a minority/white ratio of 1:5 in the graduate student population by 1980.

Insofar as the graduate program at this stage of UMBC's development is rather small and insofar as the programs are linked with the programs at UMAB, effort will be extended to coordinate the graduate minority recruitment of both schools. Eventually, as the UMBC graduate program becomes large enough, the responsibilty for coordinating recruitment efforts will be vested in a full-time person reporting to the Coordinator of Graduate Studies and Research.

2. African American Studies Program

Also launched in academic year 1971-72 was an African American Studies program. Although carefully designed and administered to serve all students at UMBC, the program is of particular relevance to black students. The program is more than an academic curriculum, in that it has been a leader in promoting interracial dialogue on the campus and, through its community-involvement activities, a prime mover in UMBC's effort to be of greater service to individuals, groups and institutions in Baltimore City.

In supporting the Maryland State Plan by:

> "Providing relevant courses of study by which students of all races may learn of the distinct contributions of blacks and other minority groups to the common core of human experience, values and achievements."

and to

> "assure an expanded role for blacks and other minorities in positions of educational leadership such as trustees, presidents, department heads and faculty members,"

African American Studies, because of its academic as well as cultural potential, will continue to have equal organizational status and rights as an academic division which is autonomous in terms of budgeting, employment decisions, and program development. The administrator of the program, who will be appropriately titled, shall report directly to the Vice Chancellor for academic affairs and shall have the academic status and rights of a division chairman.

In order to facilitate the community involvement activities of African American Studies and to give a visible presence of the University and the program within Baltimore city's black community, UMBC is committed to the establishment of an African American Studies Community Center to provide educational outreach, internship for professional preparation, and cultural and other activities which will involve the community with the University. Because it is essential to the goals and objectives of the African American Studies Program, the Center will be secured and operational by the 1974-75 academic year.

3. Affirmative Action

An office has recently been established, the director of which gives full-time attention not only to equality of educational and employment opportunity, but also to reduction and prevention of racial tensions throughout the institution. This Human Resources Office is directly accountable to the Chancellor of the University. Procedures pertaining to appointment, retention and promotion of faculty and staff shall be monitored by this office.

A standing Affirmative Action Committee has been appointed by the Chancellor with the adivce of the Human Resources Officer and the Black Caucus, among others. This committee shall give advice on employment policy and practices designed to realize the goals of the affirmative action plan.

To facilitate the aims and goals of the Affirmative Action plan, UMBC will, enlarge the Office of Human Resources' staff:

1. To plan and initiate seminars for UMBC faculty, staff and students to facilitate desegregation; and

2. To provide continuing liaison among the Office of Human Resources and the several academic divisions and, personnel office and the entire University community.

4. Learning Resources Program

In July, 1972, a "learning resources program," staffed by three full-time professionals, a staff of 10 peer tutors, and a professional counselor, was inaugurated. The program provides remediation and tutoring for students with specific learning difficulties in mathematics, reading and study skills, and English composition. The program is now fully integrated under Student Affairs with other student services, including financial aid, academic and career counseling, and health care. The University's library and Educational Technology Center also provide extensive supporting services to the program.

UMBC is committed to strengthening this program by appointing a director who is especially sensitive to and committed to designing programs to meet the needs of Black students. Special emphasis will be put upon reducing the sharply higher rate of attrition among minority-group students, relative to whites.

5. Black Student Union

As a commuter campus, UMBC recognizes the need for planned activities and formal student organizations to encourage a student to become an active participant in the University community. The Black Student Union, a student-sponsored organization, offers a tutorial program to black students in Baltimore City high schools. The Black Student Union also offers black students an opportunity to meet socially for concerts, dances, lectures, and other special programs. A concerted effort is made on the UMBC campus not to separate students, faculty, or staff by race. At the same time attention is paid to ensure extra-curricular activities of interest to all the community, it is recognized that occasionally groups wish to be identified separately. For this purpose, UMBC in keeping with Governor Mandel's policy #9, will continue to recognize and support those efforts of the BSU, which create better racial understanding at UMBC and in the community.

6. Chancellor's Commission

Due to the inadequacy of existing programs in meeting the needs of Black students at UMBC, a comprehensive support program will be developed by the academic year 1974-75, to address itself to the gamut of problems experienced by Black students here at UMBC. As a first step to meeting this challenge, a Chancellor's Commission for Minority Student Education will be established during the winter session of the current academic year to review all aspects of minority student education, and to make recommendations for the recruitment, retention, financial assistance, academic and personal counseling, housing, and other supportive services. Appointments to this committee will be made by the Chancellor, in consultation with the Black Caucus, BSU, and AFAM.

C. Statistical Data (See Appendix.)

D. Student Financial Aid

UMBC's Office of Financial Aid plays a vital role in students' decisions to enter and remain in the college. As the tables in the Appendix indicate, a major effort has been made to provide minority-group students with maximal assistance (within the limits of available funds). During the 1971-72 year the black population of UMBC was 7.7% of the student body and received 32.2% of available financial aid. In 1972-73 the percentage of black population was 9.6% who received 41% of the financial aid.

UMBC will continue this effort in providing financial assistance to its Black students. Scholarship funds already existing will be expanded to provide continuing support (up to four years) for those recipients of the Scholarship Achievement Awards who continue to do outstanding academic work.

Development of new University sources of funds will be supported by UMBC, especially in the form of funds now existing but not available at UMBC, such as the "Other Race Grant."

The development of this source of funds at UMBC will add the needed strength to our existing efforts to recruit and support minority-group students. The funds will be allocated to students identified through the Office of Minority Recruitment with the cooperation of the Office of Financial Aid and will be a need-oriented source of money.

E. Administrative Coordination

Under the present UMBC governing structure, procedures exist to insure that there is Black representation on every standing committee of the UMBC Senate. UMBC will continue to support this effort to insure that there is Black representation on every functioning committee.

In addition, committees established strictly within the Administrative level will continue to have Black representation.

F. Program Cooperation

The Board of Trustees of the Maryland State Colleges and the Board of Regents of the University of Maryland have adopted a policy for a Cooperative Education Program, one facet of which is the Greater Baltimore Area Public Four-Year Institutions Project. The primary purpose of this project is to encourage eligible students attending a public four-year institution in the Greater Baltimore Area to pursue courses for credit at no additional expense, at any other public four-year institution located in near proximity. For example, UMBC students interested in pursuing special education would take selected special education courses at Coppin State, so that UMBC would not have to offer the same courses.

In addition to UMBC, the participating institutions are: Towson State College (predominantly white); and Bowie State College, Coppin State College, and Morgan State College, all predominantly black.

Full-time undergraduate students (except Freshmen) who are in good standing academically (as determined by the home institution) are eligible to participate in the project.

UMBC students may enroll in a program leading to a combined degree of Bachelor of Arts in any academic major and social work. The social work courses are taught at UMBC by faculty from the University of Maryland's School of Social Work and Community Planning in Baltimore City.

Students interested in nursing complete the first two years at UMBC, then may be admitted for the last two years at the University of Maryland School of Nursing located in Baltimore City. Similar arrangements are possible for those interested in pharmacy, dental hygiene, medical technology and physical therapy.

G. Monitoring Mechanisms

The Chancellor of the campus serves as the ultimate monitor of achievement of educational and employment goals at UMBC. The Office of Personnel through monthly reporting provides information to the Chancellor on attainment of employment goals including applications received, hiring, promotion, and terminations. The Affirmative Action and Human Resources Officer and the Affirmative Action Committee function as a monitor over affirmative action goals. The Office of Admissions, particularly the Office of Minority Recruitment, and the Office of Financial Aid and the Office of Institutional Research provide information to the Chancellor concerning recruitment, admission and retention of students.

In addition to formal monitoring procedures, interest groups on the campus provide an informal channel through which the Chancellor monitors progress toward attainment of employment and educational goals.

H. Goals (Programmatic)

During the remainder of the present decade UMBC will make concerted efforts to maximize the impact of the programs identified in B above -- minority recruitment, remedial-tutoring-counseling, and African-American Studies. Measurable goals for the first two of these are stated in K below. African-American Studies, which now has a full-time faculty of 8 2/3, a full-time Coordinator and a full-time Secretary, will be assigned additional positions as soon as and to the extent that student enrollments warrant. It is projected that when UMBC's total enrollment reaches 10,000, African-American Studies will have a full-time faculty of 12-15 and 3 full-time secretarial-clerical workers.

I. Goals (Numerical)

The current anticipation of the University of Maryland Baltimore County is that enrollment will level at 15,000 FTE students. The goal for enrolling black students through 1980 is 20% of the total undergraduate and graduate enrollments. Therefore, the anticipated enrollment would align as follows:

ESTIMATED RACIAL PROJECTIONS

ACADEMIC YEAR	BLACK	WHITE AND OTHER
1973-74	11%	89%
1974-75	12%	88%
1975-76	13%	87%
1976-77	14%	86%
1977-78	16%	84%
1978-79	18%	82%
1979-80	20%	80%

The goal of 20% Black undergraduate and graduate students by 1980 should in no way be considered as a limit. The 20% objective seems to be a realistic aspirationwhen considering that 23% of the Baltimore Metropolitan Area is black.

Faculty

Our short-range goal is to continue to increase the percentage of black faculty, and is that the ratio of blacks and other minorities to whites by rank within disciplines taught at UMBC, shall be no less than the percentage of terminal degrees held by blacks and other minorities in each discipline in the United States. This objective is to be achieved by 1978-79.

The long-range goal is that blacks and other minorities shall be represented on the professorial staff by rank approximately in proportion to their combined percentage in the United States. This long-range objective is to be attained by 1980-81.

In pursuing its goal to assure appropriate minority-group representation on the faculty, UMBC will:

1. Take into full account the fact that, because of prior discrimination against them, minority-group persons have been much less able than their white counterparts to acquire all the credentials usually required for achieving professorial rank and must be enabled during their service at junior levels to obtain terminal scholarly degrees, acquire advanced pedagogical skills and otherwise enhance their qualifications for promotion and permanent tenure;
2. Therefore, when hiring junior faculty members, Black candidates will be considered and judged according to their potential for academic development and ability to earn a terminal degree, when such a degree is lacking and will emphasize recruitment of minority-group faculty members in those Divisions and departments of UMBC with little or no minority-group representation, until a reasonable representation is attained.
3. Undertake in concert with other institutions of higher education in Maryland exchanges of minority-group faculty, in order to promote desegregation.

Associate Staff

In pursuing its goal to assure appropriate minority group representation on the associate staff, UMBC will

1. Vigorously seek to achieve representation of minority-group members at a percentage not less than their representation in the labor force of the Baltimore SMSA.
2. Appraise Associate Staff at least annually (and more often, if there is a sustained changed in performance level), the guidelines for appraising at inception tc be spelled out to the employee by his manager;
3. Vigorously facilitate the promotion of minority employees by enabling them to acquire on the job, all credentials and skills necessary for meeting position requirements for higher-level jobs.

4. Provide the opportunity for associate staff to attend such courses and take such instruction as is necessary for their professional development.

Classified Staff

With respect to blacks and other minorities, our goal is that they be represented in broad job categrories approximately in proportion to the number of blacks and other minorities in appropriate categories in the Baltimore Standard Metropolitan Statistical area. This objective is to be reached by 1975-76.

J. Timetables

(See I above.)

K. Progress, Problems and Plans

1. Recruitment and Admission of Students

Thanks to the aggressive work of the Office of Minority Recruitment, the proportion of minority students in UMBC's total enrollment has more than doubled since 1971, now well exceeding 10%. To double the percentage again by 1980, UMBC will have to commit itself to a very substantial increase in expenditures. Initially, within the next two or three years, another full-time recruiter will have to be added to OMR's staff, the in-state travel allotment will have to be increased measurably, and so will outlays on publicity and office supplies.

Second, because so large a percentage of minority-group students come from low-income households, attainment of the 1:5 minority-to-white ratio by 1980 will be possible only if very large sums are provided for financial aid. It is impossible to predict accurately how much money will be required for this purpose, given uncertainties about the level of tuition and other fees, the level and distribution by race of family income, etc. in 1980. Current data may be used, however, to suggest a rough order of magnitude for the monetary requirement. Tuition and other fees come to just under $700 per year; approximately 25% of all students enrolled at UMBC in September 1973 are in genuine need of (although only a fraction actually receive) financial aid.

Third, achievement of the minority-recruitment goal may necessitate sharply increased capital expenditures in the area of housing. At present, the policy stance has been to limit the number of dormitory spaces to the 900 now available. This year, however, demand for on-campus housing has risen dramatically, and more than proportionately on the part of minority-group students who lack cars and thus, must rely only on an inadequate public mass-transit service; many of those denied space have, as a result, declined to enroll at UMBC. The stand-fast policy on new dormitory rooms is now under review. If it must be modified subsequently in order to facilitate realization of the minority-recruitment goal, a capital outlay of several million dollars (amortizable over a long period) will be involved.

2. Recruitment and Retention of Faculty

During the period from 1969-70 to 1972-73, total faculty has grown by 60%; black faculty has grown by 267% (from 7 to 22); faculty of other races has grown by 300% (from 3 to 12). UMBC has shown a growth in full-time black faculty from 4% of the total in 1969-70 to 9% in 1972-73. While the 9% figure is considerably greater than the percentage of Ph.D.'s held by blacks (less than 1%), UMBC recognizes that there are a few departments having no faculty who are members of any minority group. It is our firm intention to intensify efforts to recruit minority faculty members for these areas, so that all departments in the University will be multi-racial in composition. Because the nation-wide competition for qualified minority faculty members, especially blacks, is increasing yearly, we expect to encounter considerable difficulty in recruiting from the very small pool of qualified minorities. Further, we have noted a growing tendency for beginning salaries of minority persons to exceed considerably those paid to non-minorities. This practice, while necessary to satisfy affirmative action requirements, creates serious problems of equity as between minority and non-minority employees and as between previously hired and newly hired minority workers, and also makes it difficult to retain at UMBC more senior personnel whose salaries are relatively low.

A number of steps are being taken to bring about full achievement of the goal for recruitment and retention of minority faculty. Two deserve special mention. The first is that all persons engaged in the hiring process have been notified that: "All recommendations from departments through the Divisional Chairmen to the Vice Chancellor for Academic Affairs must be accompanied by documentation of the search for minority candidates. Failure by departments and divisions to make satisfactory progress will result in review of budgetary allocations by the Vice Chancellor for Academic Affairs and the Chancellor." Second, minority (and all other) faculty members lacking the terminal scholarly degree are encouraged to pursue their post-baccalaureate study; if the studies are undertaken at a campus of the University of Maryland on a part-time basis, tuition is remitted. While faculty members who take advantage of this program are not and cannot be guaranteed a permanent position at UMBC when they have completed their studies, their prospects of promotion and retention are far better than otherwise.

3. Retention of Staff

a. Associate Staff

Since 1969-70, black employment on UMBC's Associate Staff has risen from 3 (12%) to 14 (17 1/2%). Since that time, the total Associate Staff has increased approximately three-fold, while black representation has increased approximately five-fold. Blacks are especially well-represented at the level of officials and managers in this group comprising 31% of the total. At the professional level, blacks represent 16% of the total. Extra efforts will be exerted to significantly raise the number of blacks who are termed technicians (that percentage is approximately 7%).

The presence of other minorities in the Associate Staff is small, but is representative of their presence in Maryland's labor force.

Further recruitment and retention of qualified minorities for Associate Staff positions should not be a difficult job, because the availability pool is comparatively well-stocked.

b. Classified Staff

At the present time, UMBC is employing blacks and other minorities approximately in the same ratio that they represent in appropriate job categories in the Baltimore Standard Metropolitan Statistical Area. UMBC recognizes that this level of employment must be improved upon, because the existing ratios of blacks and other minorities to whites are, themselves, partly the result of past discrimination. Progress in this area since 1969 has not been as dramatic as in other areas. The percentage of black classified staff has risen from 11% in 1969-70 to 13.5% in 1972-73. It will be necessary for UMBC to recruit more vigorously minority candidates at all levels of employment, especially in the technical and managerial categories. Further, we have instituted upgrading programs within the University in order that all employees, especially minority group members, can help prepare themselves for advancement.

One program has been instituted this year to offer an opportunity to beginning-level employees of the Physical Plant to enroll in certified courses for apprenticeship training in electronics, carpentry and heating and cooling systems. As the employee satisfactorily completes certain course work, he is guaranteed a promotion. At the end of the course, the employee is promoted to the beginning level for a journeyman position. Four employees, three of them black, are currently enrolled in this program.

4. Retention and Advising of Students

UMBC recognizes the need not only to emphasize recruitment and admission of students particularly minority students, but to present programs and counseling designed to retain these students. As was mentioned in section B, a program has been instituted which permits all students entering with academic deficiencies to obtain remedial instruction and academic or personal counseling. The anticipation is that if problems are diagnosed early, there is a better chance to advise and help the student to succeed and continue with his education.

The retention effort has two related objectives: (a) to raise the "completion rate" (percentage of UMBC enrollees who earn the B.A.) for all students at least to the national average for all public universities (currently about 50%); and to raise the completion rate for minority-group students at least to equality with the rate for white students. Attainment of these goals, especially the second, will necessitate a much-enlarged commitment of personnel, equipment and supplies to the "learning-resources program." The program has been enlarged to include a full-time director, full-time teaching specialists in mathematics, reading and study skills, and English compositions, ten "peer" tutors, a professional counselor and three "peer" counselors, and two administrative-clerical employees. Demand for the services of this corps has built up rapidly, despite the newness of the program. It is virtually certain that the staff will have to be not less than double, and more likely triple its present size in 1980 when total enrollment reaches 10,000 and minority enrollment 2,000.

5. Retention of Faculty

   (See K-2.)

6. Retention of Staff

   (See K-3.)

7. Opportuntities for Graduate or Professional Study

UMBC currently offers a Ph.D. in applied mathematics and biological sciences and chemistry. Other graduate programs are being anticipated in the areas of policy science, community clinical psychology, medical-sociology/gerontology, and instructional systems design. Students interested in nursing, pharmacy, dental hygiene, physical therapy, medical technology, may take their initial courses at UMBC. In addition, UMBC offers an excellent program in biological sciences for those students wishing to complete a pre-med program. An intensive effort to recruit minority students for these programs will soon be inaugurated, as indicated in B.1.b.

DESEGREGATION PLAN

FOR

UNIVERSITY OF MARYLAND COLLEGE PARK

A. Policies of the Campus

1. Campus Objectives and Policies

The University of Maryland College Park is committed to making equal employment and educational opportunity available to all its students, faculty and staff. The objective of UMCP as the largest, most comprehensive campus within the State of Maryland is to offer the widest range of opportunity for all members of its community to develop their human potential to the fullest.

This commitment by UMCP follows and is consistent with the commitment of the total University as announced by the Board of Regents. That governing body, broadly representative of the people of the State of Maryland, has on several occasions addressed itself to various aspects of equal opportunity. Of particular attention, especially for UMCP with its very large undergraduate body, is the policy adopted by the Board in September 1972 with respect to admitting qualified undergraduates.

The College Park Campus spent several years in extensive meetings within its community writing an explicit and detailed Affirmative Action Plan. This Plan describes at great length the general objective of affording equal opportunity to all members of the community. The UMCP Affirmative Action Plan was issued in December 1972 and brought to the attention of all students, faculty and staff by Chancellor C. E. Bishop in a Campus Memorandum and distribution of a special publication.

Besides the general statements of policy issued by the Board of Regents, the President and the Chancellor of the College Park Campus, there are some specific policies, particularly with regard to controlling the enrollment at UMCP, which are effective in this general area. There are long-standing policies and procedures governing appointments and promotions of faculty as well as of classified and associate staff. The general policy of equal opportunity applies to all of these positions and the Campus acts within the guidelines of its Affirmative Action Plan in assuring that this is applied in practice to minority faculty and staff. Likewise, access to graduate study at UMCP has long been a matter of departmental and Campus procedure guaranteeing equal access to qualified students within the various areas of study.

2. Administrative coordination

Besides budgets, special programs and facilities coordination, there is Central University coordination for higher level administrative appointments and for new degree programs. Classified staff appointments are made at the Campus level with authority delegated to the Chancellor from the President. Appointments at the academic departmental chairman level, however, must be approved by the President; appointments at the dean level and above must be explicitly approved by the Board of Regents. Faculty promotions involving tenure must all be approved by the President.

While the approval of individual courses is a Campus matter, initiation of new degree granting programs is a matter for direct concern and approval by the Board of Regents; after which the State of Maryland coordinates programs through the Maryland Council on Higher Education. This academic degree granting program coordination at the State level is parallel to that involved in approval of capital funding by the Department of General Services and approval of budget requests by the Department of Budget and Fiscal Planning. The Department of State Planning also has coordinating authority when the University has general long range plans.

Within the College Park Campus the Chancellor's Office consists of four Vice Chancellors, the Director of Human Relations Programs Office, the Director of Intercollegiate Athletics, and the Director of University Relations. The Vice Chancellor for Academic Affairs is directly responsible for the activities within the five academic Divisions of the Campus, as well as those supervised by the Director of the Office of Admissions and Registrations; the Director of the Computer Science Center; and the Director of Libraries. Within the Academic Affairs Office also are four Administrative Deans - for Graduate Studies, for Undergraduate Studies, for Summer Programs and for Academic Services and Facilities - who act horizontally across all the academic divisions of the Campus.

The Vice Chancellor for Administrative Affairs is responsible for a variety of offices, including Personnel, Plant Maintenance and Operation, Safety and Security, Administrative Computer Center, Business Services, Budget, and others. The Office of Academic Affairs embraces most of the teaching faculty and academic personnel; the Office of Administrative Affairs embraces most of the classified staff.

The Vice Chancellor for Student Affairs is responsible for most of the offices directly related to student life and welfare. This includes the Resident Housing Office, the Counseling Center, Student Activities, Commuter Affairs, and others. The Director for Human Relations Programs is responsible to the Chancellor for horizontal coordination across all aspects of the Campus in affirmative action and in equal opportunity programming. This Office supervises the monitoring mechanisms in these areas as well as hearing individual grievances of all kinds. It also provides consultative services for divisions, departments, and offices to ensure that desegregation policies are implemented efficiently and effectively, and that progress is maintained toward Campus Affirmative Action/Desegregation goals. The administrative structure within which the office functions, and which is outlined below, describes the context in which Affirmative Action/Desegregation progress is reviewed and changes are implemented. College Park accepts its obligation to the implementation of an effective desegregation program as an integral part of its previous commitments to Affirmative Action.

An Office explicitly dedicated to Equal Opportunity Recruitment Programming was created and staffed. This Office is charged with discovering and attracting minority students to the undergraduate program at College Park. The Office of Minority Student Education has been created and charged with the coordination of all efforts, both academic and social, affecting minority students on the Campus.

During the year 1970-71 there was a reorganization of the Campus Senate to include representation from staff and students as well as faculty and administration. This Campus Senate is looked to by the Chancellor's Office as the immediate voice of all segments of the Campus on matters of concern to it; for example, in passing a Human Relations Code for UMCP. The Senate is complemented by a Faculty Assembly which underwent some reorganization in the past few years. In addition, there are Chancellor's Advisory Councils for faculty, for undergraduate students, for graduate students and for staff. The Advisory Councils are standing committees and carry to the Chancellor matters of concern to their particular constituencies.

Perhaps the next most important long range action taken within the past few years has been the construction and promulgation of the University of Maryland College Park Affirmative Action Plan. This Plan resulted from a very large number of meetings throughout the various constituencies, followed by a series of drafts and hearings within the Chancellor's Office and the Campus at large. The Affirmative Action Plan of December 1972 is explicit with regard to goals and timetables in many of the areas facing the Campus. It is being followed up at the academic Division level and the academic department level by constant monitoring for reports, as well as detailed procedures in the hiring of faculty and staff and the handling of grievances.

The College Park Campus has been working for several years to write a Human Relations Code affecting all members of its Campus community. Such a Code has been debated on several occasions by the Campus Senate, and with some reservations, been forwarded by the Chancellor's Office to the Board of Regents for their consideration. In a recent action by that Board guidelines for the construction by any Campus of a Human Relations Code have been promulgated. The previous draft of the Campus Human Relations Code is now being restudied in order to make it compatible with the Board of Regents guidelines.

B. Student Composition

There is one overriding fact which must be understood in addressing the statistical information describing aspects of the College Park Campus. That is the requirement by the Board of Regents that this Campus have its regular enrollment stabilized at roughly 35,000 students or under. This represented the total population of the Campus in student headcount in the year 1971-72. However, the effect of the admissions policies of the Board of Regents, combined with a reduction in demand for graduate student enrollment, has seen the total population at College Park fall off slightly since that time. This fundamental enrollment fact, combined with the economic situation in the country and in the State, has changed the character of the College Park Campus form one of very rapid growth to one of stability in all its components.

Nonetheless, operating within the guidelines and policies of the Board of Regents and striving to obtain its objectives of equitable opportunity for students, faculty and staff, the College Park Campus has continued to stress the recruitment and admission of minority undergraduates in particular. Table 1 in Appendix C shows how these efforts have been successful over the past several years with respect to incoming first-time freshmen. (In this case these are mostly students who have graduated from high schools in the State of Maryland.) The Black student population within the new-freshman component has risen from 4% in 1968 to 15% in the Fall of 1973.

New incoming freshmen are only one component of students new to the Campus. Other components are transfer students from other States and Campuses at other times of year. Therefore, while the greatest recruitment effort has been directed towards the new freshman component showing somewhat rapid increases therein, the percentage of minorities within the total undergraduate population has risen at a slower rate. Table 2 in Appendix C illustrates enrollment increments for the years from 1968 to 1973, during which the Black population of the total undergraduate enrollment has changed from 1.9% to 6.8%.

C. Faculty and Staff composition

As stressed above with respect to the student enrollment figures, the newfound stability of the College Park Campus will find itself reflected in the total faculty component and staff component as well. Thus, in striving for its goals in equal opportunity, the Campus is faced with a rearrangement problem rather than an expansion problem. In the case of faculty, particularly of Black faculty for which the greatest national availability information is extant, the Campus faces sharp competition from Universities throughout the nation. Table 3 in Appendix C illustrates the slow but steady rise in the minority representation by Black faculty. The smallness of the total number is comparable to that of other campuses throughout the country and represents the historical lack of Ph.D.'s awarded to Black Americans. While this is changing rapidly, it is taking some time to catch up in the various ranks of large State University campuses. Table 4 in Appendix C presents the minority faculty representation in relation to rank. This is for the Fall of 1972, but the total numbers are expected to be roughly stable while the minority component is expected to increase. We see from these Tables that while the total Black faculty presence on Campus, including Part-time, has increased in the upper professorial ranks from 29 in 1970-71 to 58 in 1973-74, the full-time upper ranks considered above have not increased nearly as rapidly. Considering all academic ranks, in Fall 1972 Black faculty members account for 85 out of 2553, or 3.5%.

In contrast to the case of undergraduate students, who are drawn primarily to the University of Maryland College Park from around the State; and to faculty who are drawn from all over the nation; most of our associate staff and classified employees are drawn from the immediate neighborhood of the Campus. In order to illustrate the numbers involved for comparative purposes, Table 5 in Appendix C shows the distribution of classified employees at College Park in the Fall of 1972. A similar display, including as well a comparison with the utilization in the immediate Md./D. C. area, is shown in Table 6 in Appendix B for the component of employees who are neither classified nor faculty and are called associate staff.

D. General Budgetary Support

The most immediate expression of commitment to any goal, especially equal opportunity, as well as the necessary underpinning for achieving that goal, is shown in the general budgetary support for the programs involved in those objectives. In Table 7 in Appendix C we show the distributions for the past several years of State budgeted funds as well as some non-budgeted activities in minority programs. This Table shows only a small part of monies expended in direct student financial aid.

The monies requested and budgeted by the College Park administration in direct support of minority programs have risen from a level of $385,828 in 1971-72 to a level of $809,971 in 1973-74. (This represents about 2% of all appropriated monies for UMCP in 1973-74). If one includes other sources of funds which are coordinated at the Campus level but are non-budgeted State funds, then the monies involved have risen by a factor of 3 from 1971-72 to a total of $1,106,091 in 1973-74.

The discussion in Appendix C points out that the total amount of financial aid given directly to undergraduate students has risen to a 1972-73 level of approximately $5,000,000. Of this amount $1.5 million was directly to Black students. In 1972-73, as in most years, many students got several awards of financial aid. In that year 1,030 Black students were aided in some financial way for an average of $1,450 each. In the same year 10,428 awards were made to all students, representing unduplicated recipients of 6,134 students, for an average of $836. In 1970-71 roughly 3/4 million dollars was available in financial aid for Black students alone compared to $4 million for all students including Blacks. In 1972-73 $1.5 million was available for Black students, while $5 million was available for all students including the Black students.

E. Administrative Coordination

The Chancellor is held responsible by the President and the Board of Regents for all Campus matters - including equal opportunity. In turn, the Vice Chancellors and Directors on his immediate staff are responsible to the Chancellor for all Campus activities embraced by their Offices - including specifically equal opportunity.

Besides the various Directors reporting to the Vice Chancellors for Academic Affairs, for Administrative Affairs and for Student Affairs, there exists a variety of coordinating councils and committees within the Chancellor's Office and within the other levels of administration. These aid administrative coordination by focussing expert advice and enhancing communication on various matters.

Within the Academic Affairs section of the Campus the five academic Divisions are directed by Divisional Chairmen responsible to the Chancellor's Office. Each of these Divisions has an explicitly approved Plan of Organization which includes Divisional Councils and various committees - particularly for programmatic approval and approval of faculty appointments and promotions and taking particular note of needs for equal opportunity and affirmative action. The UMCP Affirmative Action Plan requires assistants to the Divisional Provosts for advising and affirmative action. Three of the five are designated, and the other two are imminent. The Administrative Deans within the Office of Academic Affairs, for Graduate Studies, for Undergraduate Studies, for Summer Programs, and for Academic Services and Facilities coordinate among and between the academic Divisions with respect to their specific programs. The Vice Chancellor's Office coordinates the activities within the Divisions and the other units responsible to that Office by periodic meetings with the Divisional Chairmen, the Administrative Deans, Directors and immediate office staff.

In an analagous fashion, the offices whose Directors report to the Vice Chancellor for Administrative Affairs are coordinated on a regular basis by meetings between the Vice Chancellor and their Directors. These Directors in effect form a council advising the Vice Chancellor for Administrative Affairs. This procedure has been used for some time as well in the Office of the Vice Chancellor for Student Affairs with respect to the Directors of the principal units reporting to that Office. (No Campus unit reports to the Vice Chancellor for Academic Planning and Policy.)

Within the Office of the Chancellor, there are standing advisory committees, mentioned above, for each of the principal constituencies on the Campus - undergraduate student, graduate student, faculty and staff. In addition, the Chancellor meets monthly with a Council consisting of the Academic Deans and Division Chairmen, the Adminstrative Deans, the Vice Chancellors and the Director of the Human Relations Programs Office. The Chancellor occasionally meets with the Deans individually, or with the Department Chairmen within their Colleges; as well as with the Division Chairmen individually and with the Department Chairmen and Deans within their Divisions.

There are weekly meetings by the Chancellor with his immediate staff and a few key officials within the Vice Chancellors' Offices. This Chancellor's Administrative Council considers Campus-wide matters which come from any one of the various Vice Chancellor's Offices, as well as matters which cut across those lines, such as monitoring mechanisms to assure equal opportunity. The College Park Budget Committee advises the Chancellor on matters pertaining to the Asking Budget or to the current Operating Budget. At the particular time of year when the Asking Budget is under consideration, this Committee coordinates input from throughout the Campus, in particular the Council of Deans and Divisional Chairmen, and includes the Chancellor and the Director of the Human Relations Programs Office in establishing Campus Asking Budget Priorities. The Chancellor and the Director of the Human Relations Programs also sit with this Committee when salary allocations are made, directly to monitor equity, as specified in the Affirmative Action Plan. Implementation of the Affirmative Action program, and of the Campus Desegregation Program as an adjunct of it, will continue to receive high administrative priority. Such priority will continue to be reflected in Campus budget requests. Throughout the rest of the year when matters require the Chancellor's attention with regard to budget amendments or other special exceptions within the Operating Budget, this Budget Committee normally gathers technical information for presentation and decision by the Chancellor.

In an analagous fashion with respect to the capital budgeting, the College Park Capital Improvements Committee advises the Chancellor with regard to the Asking Capital Budget or with regard to the expenditure of already approved capital funds in the current year. The UMCP Master Plan, and the updating of the long-range plans are coordinated with the Council of Deans and Provosts, the representative advisory committees and the Senate before any decisions are made.

These coordinating councils and advisory committees within the Chancellor's Office form the immediate administrative coordination for all the activities of the College Park Campus. With the exception of the four standing constituency advisory committees, the Council of Deans and Division Chairmen, the Chancellor's Administrative Council, and the two administrative committees consist entirely of those people with direct responsibility to the Chancellor for activities in their respective areas. Thus, these are working administrative groups as opposed to the representative groupings within the standing constituency advisory committee, the Faculty Assembly, the staff organizations and the Campus Senate.

The regular administrative coordination within any of the particular Divisions of the Campus with regard to such matters as the approval of appointments, promotions, budgets, programs, or other initiatives lies within the Division affected. By explicit charge from the Chancellor, this includes acting affirmatively to assure equal employment and educational opportunity. Thus, for example, the appointment of a new faculty member will normally follow a routing which starts with the Department Chairman and goes through the Dean, the Division Chairman, the Vice Chancellor for Academic Affairs, to the Chancellor. There are similar points of checking and responsibility for budgeting or programmatic approval. In all cases the lines of responsibility go from the Chancellor through the Vice Chancellors or Directors reporting to them, to the Directors of the appropriate academic or other units on the Campus. It is one of the aims of the College Park administration to simplify these lines of responsibility sufficiently so that public accountability is apparent, especially in the area of equal employment or educational opportunity.

F. Program Cooperation

At the State level the Maryland Council of Higher Education now has statutory authority to coordinate and approve new degree-granting programs from any institution of higher education. They stimulate discussion and cooperation among those institutions and this stimulation is felt at the Campus level. They are consulted by the State Legislature, and Executive offices, in matters affecting the University.

A particular example of inter-institutional cooperation is a recently adopted agreement between the campuses of the four-year colleges and universities, and the two-year community colleges stimulated and sponsored by the MCHE. This agreement involves the transfer of credits for general courses taken at the Community College. It sets up procedures for the evaluation of these courses which are to be transferred. This agreement will enhance the transfer of students between the various segments of higher education of the State of Maryland. This should become a more important route to UMCP for minority undergraduates.

College Park will establish administrative liaisons with State and Community College Campuses to facilitate the transfer process for qualified minority students wishing to continue their studies at University of Maryland College Park. College Park will also take specific actions to increase the "state pool" of qualified minority candidates. Promising minority graduates who have an interest in and potential for joining faculties and professional staffs of the State higher educational institutions will be identified through the Divisional Officers.

The College Park Campus is involved in several inter-Campus agreements. These involve the graduate programs between the various Campuses, most recently involving an exchange of credit between graduate courses taught by UMES or UMCP. College Park has agreements with some of the State Colleges, e.g. Morgan, Bowie and Frostburg. Full-time students at Bowie and UMCP may take up to two courses at the other Campus without additional charges.

G. Monitoring Mechanisms

Monitoring the success in achieving our goals for equal employment and educational opportunity is done in the first instance by the particular offices involved. Within Academic Affairs, for example, all faculty appointments must be accompanied by an affirmative action statement indicating that the Department made an attempt to find and interview minority faculty candidates for the position and giving details about these efforts and candidates. Detailed information is provided to the Office of Academic Affairs with regard to candidates seriously considered (e.g. interviewed) but not selected for employment. This information is transmitted to the Human Relations Office for review as appropriate. Every year graphs are printed out by sex for each faculty rank, showing anonymously all faculty appointees and their time in rank, displaying their salary. The Division Chairmen and Deans or Department Chairmen are called upon by the Chancellor's Office directly at salary-adjustment time to explain any anomalous salaries which are seen from these graphs. Similarly, associate staff are considered by their appropriate Vice Chancellor at salary-adjustment time to monitor equity in salary. Information relating to the faculty and staff employment profiles of Divisions, Colleges, and Departments will continue to be transmitted to the Human Relations Office as part of the Campus Affirmative Action/Desegregation reporting process. Information and recommendations based upon analysis of these data are forwarded from that Office to the Chancellor.

Equal educational opportunity should be monitored through the Office of Minority Student Education with the EORP effort; through the Administrative Dean for Undergraduate or Graduate Studies, as the case may be with particular attention to recruitment, advising, and retention; and making use of studies particularly of the Cultural Studies Center. Affirmative Action undertaken by these offices to ensure continual progress toward the goals of attaining complete equality of educational opportunity for all College Park students will continue to be reported to the Human Relations Office through the regular Affirmative Action/Desegregation reporting process. Summaries of these actions will continue to be made available to the Campus Senate through the Senate Adjunct Committee on Human Relations. Recommendations based upon analysis of these data will continue to proceed from the Human Relations Office to the Chancellor. Recruitment, enrollment, admission and registrations are carefully watched. Retention studies are in progress and special support services are available through these offices.

Besides these Campus-wide mechanisms in the Chancellor's or Vice Chancellors' Offices, each of the academic Divisions has explicit responsibility from the Chancellor to monitor equal opportunity for the students, faculty and staff within those Divisions. Affirmative action in hiring must be checked at the Divisional Office level. Periodic reports from within the Division, through the Divisional Office to the Chancellor are required. These reports are submitted through the Human Relations Office. The analysis of data relating to Divisional recruitment and hiring processes will continue to form the basis of recommendations made by that office to the Chancellor, with regard to fair employment needs. As the Divisional advising system, coordinated from the Administrative Dean for Undergraduate Studies becomes more active, the presence of minority students within the various Divisions can be noted earlier and closer attention to their retention and graduation thereby given.

Similary, for classified staff employment and advancement, the Office of the Director of Personnel is specifically charged with monitoring responsibilities in equal employment and in affirmative action. Campus practices regarding classified and associate staff recruitment, hiring, promotions procedures, and employment will continue to be monitored by that officer with reports compiled, under his supervision, and transmitted to the Human Relations Office as a part of the regular Affirmative Action/Desegregation reportage process. Recommendations based upon analysis of these data will continue to be forwarded by the Human Relations Office to the Chancellor.

In a parallel Divisional fashion, equal employment officers are already designated at the academic and administrative Divisional or department office level. These officers also assume Affirmative Action/Desegregation reportage responsibilities, forwarding pertinent information through the Department and the Divisional Office. This information is then transmitted to the Human Relations Office through the regular Affirmative Action/Desegregation reporting channels. This monitoring network has particular responsibility with respect to affirmative action in hiring classified or associate staff, as well as handling any employment grievances. This network is directly responsible to the Chancellor's Office through the Director of Personnel and the Office of Human Relations Programs. Quarterly reports on grievances and affirmative action are forwarded directly to the Chancellor.

In summary, an explicit monitoring mechanism exists for faculty employment. Vehicles for monitoring faculty promotions and salary allocations and more explicit campus grievance mechanisms are currently under development. These involved Divisional or Department Equal Education and Employment Opportunity Officers, Provosts and their Divisional Affirmative Action Officers, and the Human Relations Office. Specific monitoring mechanisms are being refined for the employment, promotion, and grievance adjudication of associate staff. Specific vehicles for these purposes are in existence for classified staff. Mechanisms are also being refined to monitor the recruitment, admission, registration, and retention of undergraduate and graduate students. Consultative assistance is available to Divisions and departments with regard to setting and achieving Campus Affirmative Action/Desegregation goals as these are outlined in the College Park Affirmative Action Plan and the Campus and State Desegregation Plans.

The Chancellor of the College Park Campus is held responsible by the President for the efficient and fair operation of all of these monitoring mechanisms.

H. Programmatic Objectives

For undergraduate students it will be the objective of the College Park Campus to register an increasing proportion of minority students recruited by the Equal Opportunity Recruitment Program. This Program will expand its activities from stress on new freshmen to include transfer students from Community Colleges and from State Colleges throughout the State. Efforts to attract "other-race" students to the College Park Campus will include continuing the use of bi-racial recruiting teams, continued advertisement of special programs for "other-race" students through use of the mass media, and periodic re-evaluations of the admissions procedures and assessment measures used to determine the admissions eligibility of minority students. It shall be the objective of UMCP to have retention patterns for minority students similar to those for the majority undergraduate population. In keeping with this purpose, attention will be paid to continued expansion and diversification of curricular offerings, the development of new kinds of educational experiences such as internships, bilingual instruction, and cooperative in-service programs, and to exploring new possibilities for obtaining financial assistance for minority and "other-race" students.

For graduate students it shall be the objective of the Campus to encourage minority students to come to College Park and to take particular advantage of the professional schools found at College Park. Fields of study in which minority graduate students have been traditionally underrepresented throughout the nation will be stressed in a recruitment program at the Divisional or College level. Graduate assistantships and scholarships will be designated by the Divisional Offices for help in obtaining these goals. As a part of its commitment to increase the pool of minority graduate students, College Pa[illegible] will explore new possibilities for obtaining graduate fellowships for such students. The possibility of increasing housing for graduate students, perhaps within a dormitory or additional modular unit, will be explored. College Park will provide additional programs designed to maximize retention of undergraduate and graduate "other-race" students, such as those stipulated in the State Plan.

For faculty, minority members will be actively recruited for tenured positions as they become available, especially in traditionally underrepresented professional fields. Newly appropriated tenured faculty positions will be allocated at the Campus level on the basis of maximum effect to lessen minority faculty area imbalance, while retaining cognizance of student needs, recruitment incentives, and minority faculty availability in those areas. College Park will cooperate with the Maryland Council for Higher Education and State officials in establishing a number of "other-race" faculty chairs of superlative quality as appropriated funds for them are made available to the Campus. Attention will be paid particularly to the junior ranks. In-service opportunities will be designed and offered so that these ranks may pursue Ph.D.'s or other advanced degrees leading to consideration for the tenure ranks. Attention will be paid to developing cooperative relationships with public school systems in the Baltimore/Washington metropolitan area for the purpose of recruiting minority Masters and Ph.D. degree personnel to teach at the College Park Campus on a faculty exchange basis. Minority recruitment for part-time positions will be monitored as another potential source of local talent suitable for full-time positions that open up.

The recruitment of minority faculty will be an extremely high priority of the institution, in light of the fact that minority student retention is often dependent upon the presence or absence of minority faculty as role models.

For associate and classified staff, increasing efforts will be made on campus and throughout the neighboring communities to identify minority individuals who have potential for higher levels of employment at the University. Programs for the upgrading of classified employees will be conducted within the context of the stipulations of the State Plan. UMCP will attempt at all levels to have an index showing utilization at least equal to that in the surrounding community. However, utilization must not be the only criterion by which availability will be judged, and additional measures of qualification for higher categories must be devised.

Additional thought will be given to methods of improving the quality of life for all segments of the black community at College Park.

I. Projections

1. Students

The University of Maryland College Park will strive to achieve a percentage of minority enrollment in the new Maryland freshmen coming to the Campus at least equal to that in the college-preparatory graduating high school classes of the State. At present in the State of Maryland this percentage in the high schools is 16% Black and is expected to rise slightly. This projected achievement will be reflected into the total undergraduate population at UMCP. However, considering other sources of undergraduate students than new Maryland freshmen, the projection for the total undergraduate population will be at least that percentage of minorities which held true for the new freshmen in the two or three years preceding, thereby allowing the total population to catch up with the leading edge represented by the new freshmen.

For graduate students, it shall be the objective of the College Park Campus to have a minority representation which at a minimum, at least equals that of the nation at large and will be expected to lead that national average. (At present, for Black graduate students this is approximately 4%.) Since UMCP is an area of larger minority proportion, it shall attempt to enroll a percentage of minority graduate students at least midway between the national percentage, and the percentage of Maryland minority baccalaureate degrees. It is expected that this percentage will rise rapidly and the attainment of the projection will require careful monitoring. It is the objective of UMCP to contribute significantly, in particular, to enlarging the national resource of minority Ph.D. holders.

2. Faculty

It shall be the objective of the University of Maryland College Park to have minority representation within the faculty ranks at least equal to the national proportion of Ph.D.'s held by minorities and reflective of the national distribution among academic areas. The Campus shall strive for a percentage continually above that rising minimum and closely approximating the national percentage of minorities in the graduate schools in the previous two or three years. Thus, for illustrative example, at present it is estimated that approximately 2% of the Ph.D.'s in the country are held by Black Americans, while the Black proportion of graduate students at present is about 4%. It would be our objective at present to have Black representation in our faculty appointments above 2% and close to 4%. Both these percentages are expected to rise, and continuing monitoring of progress towards this objective is required. Faculty recruitment will be conducted within the context of the stipulations of the State Plan. Situated as it is near the Nation's Capitol, UMCP should present itself as quite attractive to many potential minority faculty members.

3. Staff

It is the objective of the University of Maryland College Park to have a minority representation in all categories of associate and classified staff at least equal to the percentage of utilization in the immediate Maryland/D. C. area. Expressing the percent utilization in a particular category for College Park and the area combined as a ratio, it is the College Park goal to have this utilization ratio at least equal to 1.0 for all categories. In particular, in attempting to achieve this goal for the higher categories, severe salary competition in this area must be overcome. Metropolitan area utilization, however, will not be used as the sole criterion for measuring progress in associate staff employment. Associate staff goals for particular campus units will be derived by those units in compliance with the UMCP Affirmative Action Plan.

J. Timetables

1. Students

For new undergraduate students, and in particular for new freshmen coming from the high schools of Maryland, the current proportion of minority students registered is roughly two-thirds of the proportion graduating from the high schools. It shall be the objective of UMCP to raise this proportion of minority students to at least equal that proportion graduating from high schools, within three years. In line with the projections specified above for the total undergraduate body as opposed to the new freshman component thereof, it shall be the objective of UMCP to have the total undergraduate proportion of minorities at least equal to the new freshman proportion of three years previously.

The proportion of minorities in graduate enrollment is roughly equal to, or in excess of, the national average at this time. It shall be the objective of UMCP to maintain this situation as the national percentage rises and to attempt to exceed the national average at all times, while reflecting national trends appropriate for the various areas of study at UMCP. Intensive local recruiting will begin immediately.

2. Faculty

The minority representation in the faculty at large is presently equal to or in excess of the national average. However, the junior ranks of faculty are a particularly important source of immediate tenure minority members as higher rank positions become vacant within the Campus. In addition to continuing minority recruitment efforts for tenured positions as they become available, especially in areas traditionally underrepresented, it shall be the objective of UMCP to have a minority representation within the nontenured faculty ranks approximately equal to that found in the graduate schools of two to three years previously and to attain this goal within five years. It shall be the objective of UMCP to maintain, at a minimum, a minority proportion of tenured rank at least equal to the minority proportion of Ph.D. holders at a time in the past sufficiently far back to allow normal progress to the rank considered. In areas of greater supply, greater than the average success in recruitment is to be expected.

Positions of academic administration represented by Department Chairmen and above require considerable experience at the faculty ranks. In addition, they normally require a Ph.D., plus many years of research or service appropriate to the field of endeavor. Recognizing this, it shall be the objective of UMCP to have minority representation in these academic administrative ranks equal to the proportion within the Ph.D. national pool of the previous five years and to achieve this goal for the Campus within five years. Special consideration shall be given to the possibilities for increasing the academic administrative experience of relatively junior faculty. In this way, not only is the minority presence among faculty made more visible to students, but UMCP is consciously contributing to increasing the national pool of minority administrators - a desirable end in itself.

3. Staff

It shall be the objective of the University of Maryland College Park to have minority representation, particularly in the upper categories of associate and classified staff, equal to utilization in the Maryland/D. C. area, and to attain this goal within four years.

DESEGREGATION PLAN
UNIVERSITY OF MARYLAND, EASTERN SHORE

PRELUDE TO THE UMES CAMPUS

A. Important Clarification Statement

It must be fully understood that one of the best ways, and possibly the only way, for a traditionally black institution to achieve a more representative racial balance is to become more qualitative in its total operation, within the context of national standards and trends - and by doing so, it will become more appealing to all segments and races of the general public.

B. Special Commentary on the History of the UMES Campus

UMES has had several names in its history. Under the control of the Centenary Biblical Institute, the branch known as the Delaware Conference Academy was founded on September 13, 1886, with an enrollment of nine students. Records reveal that 37 students were enrolled by the end of the year. Subsequently, the institution bore the title of Industrial Branch of Morgan State College, still under the influence of the Delaware Conference. As originally operated by Morgan State College under the control of the Methodist Church, the institution was known as Princess Anne Academy.

The State of Maryland, in operating its land-grant program at the Maryland Agricultural College at College Park, to which blacks were not admitted as students, sought to provide a land-grant program for blacks and assumed control of the Princess Anne Academy, renaming it the Eastern Shore Branch of the Maryland Agricultural College. The arrangement was effected in 1919.

In 1926, the College passed into complete control and ownership of the State, and the University of Maryland was designated as the administrative agency. The Eastern Shore Branch of the University of Maryland, popularly known as Princess Anne College, became officially Maryland State College, a division of the University of Maryland in 1948. Maryland State College, in turn, became the University of Maryland, Eastern Shore on July 1, 1970.

This Sequence of events can only suggest the reality of the situation. The absence of detailed information and records bears testimony to the past and its impact on the campus.

The founding raison d'etre and actual operation of the University of Maryland, Eastern Shore as a black college, significantly precluded its participation in the mainstream of higher learning experiences in the United States. An extention of the lower education practice of separate and unequal colleges established for black people existed under the benevolent guise of a ubiquitous system of patronage which was disigned to maintain continued inequity in both the social and personal spheres in American society.

Because of the priority status of mainstream institutions of higher education, the University of Maryland, Eastern Shore, like other traditionally black colleges, suffered tragic neglect in the educational policies that influence the destiny of such institutions as the University of Maryland, Eastern Shore.

I. STUDENT COMPOSITION

The student population of the institution comes from every geographical area of the state. The institution serves the entire region, and has diverse internal publics. Originally founded as a University for black students, it has successfully ethnically diversified its population over the past few years so that the campus has become truly multiracial and is multicultural. The multiethnicity of the student body is one of the University of Maryland, Eastern Shore's great strengths.

The multiethnicity of the student body, however, also presents problems. Many of the students who enroll at the University have gone through a public educational system that has not recognized each student as an individual with individual differences. Even though these students were not availed of the opportunity for creative development or educational exposure, they have been classified, in more familiar terminology, as "educationally deprived."

The change in name from Maryland State College to the University of Maryland, Eastern Shore, while providing no guarantee of future growth and support, did supply more than a modicum of institutional status and concomitantly infused the university community with heightened confidence and self-worth.

The serious institutional commitment to the principles underlying a multiracial system of education based upon quality and mutual respect for all people is patently reflected in the following statistics on student composition for the 1973-1974 academic year. These figures further reflect desegregation strides made by the institution.

Actual Student Enrollment 1973/74		(1st semester)
Black	678	65.32%
White	269	25.91%
Other	80	8.77%
Total Head Count	1 ,038	100.00%

It is anticipated that racial admixture on the UMES campus will increase significantly by 1980. Projection of the student enrollment at this time indicates that 50% will be black, 40% will be white, and 10% will be classified as other.

There will be continued institutional emphases on dynamic student participation in university life and future academic growth. The previous areas of emphasis respond to the demands of an open non-discriminatory social order by focusing on training and pre-training for professional fields in which blacks were glaringly under-represented in the past, and, in many cases, continue to be so in the present. In addition, University of Maryland, Eastern Shore will continually evaluate its admissions practices and student assessment tools. The enhancement of self-concept and racial pride will be further facilitated through programs designed to impart multiethnic awareness. Such awareness will undoubtedly foster social harmony.

II. EMPLOYMENT COMPOSITION

A. General Review of Faculty, Professional and Classified Staff

The University of Maryland, Eastern Shore has and will continue to reflect a multiracial composition in employment of faculty, administrative staff, and classified personnel, as well as in its student composition, In 1972-73, 46.9% of the full and part-time faculty were black, 40.7% white, and 12.4% other. In 1973-74 the balance for faculty was 40.2% black, 47.1% white, and 12.6% other. The professional staff composition for 1972-73 was 55.6% black, 37.8% white, and 6.7% other. The balances for 1973-74 for professional staff differed by no more than 1.0% per category. The classified staff ratio for 1972-73 was 81.3% black, 17.9% white, and 0.8% other. The differences for 1973-74 for classified staff categories ranged between 1.0% to 2.0%. The most significant numerical shift among the three categories of faculty, professional staff, and classified staff has been for the faculty composition between 1972-73 and 1973-74.

B. Plan of Action for Employment Opportunity

It is the objective of this institution to continue to provide equal employment opportunities to all qualified faculty, professional, and classified staff on a merit basis by opposing policies and practices which deprive any individual of a right or a privilege because of race, sex, color, creed, religion, or national origin. Referrals of applicants made by UMES personnel or placement offices are made wholly on judgments of occupational qualifications, and requests for referrals containing references to race, sex, color, creed, religion, or national origin are not accepted.

1. Implementation

The University of Maryland, Eastern Shore has established and adheres to an interviewing procedure for equal opportunity employment of faculty and professional staff and classified employees. Input for faculty, professional, and classified staff hiring are received from various sources with opportunity for review by both department members and administrative officers.

C. Projections for the Future

Both short - and long-range projections are offered as an example of the commitment UMES has to the concept of having a more representative social balance. The short-range projection of faculty for 1976-77 includes 46% black, 43.5% white, and 10.5% other. The projection for professional staff for 1976-77 is 52% black, 40.5% white, and 7.5% other. For classified staff the projection is 69% black, 28.5% white, and 2.5% other. The long-range faculty projection for 1980-81 indicates 47% black, 45% white, and 8% other; for professional staff, 50% black, 42% white, and 8% other; for classified staff, 65% black, 30% white, and 5% other. It may be noted that the present faculty balance is within a 2 to 7% maximum range difference of both the short- and long-range projections. A similar range difference of 3 to 4% exists between the present professional staff and the projected goal. The most significant shift between the present balance and short- and long-range projections is for the classified staff where the maximum range differences are between 5 to 15%.

1. Implementation

The University of Maryland, Eastern Shore is moving toward a more representative racial balance. For faculty and professional staff the breakdown is closer to actualization in keeping with the pattern of the past two years. More attention must be given to the classified staff ratio of black and white. The concentration of blacks in service occupations is a situation the institutuion will redress by more aggressively seeking qualified whites in these areas.

III. STUDENT FINANCIAL AID AND SCHOLARSHIPS

The University of Maryland, Eastern Shore campus is sensitive to the financial needs of its student body. Operating on the premise that no worthy student will be denied an education because of lack of financial resources, the University maintains an Office of Financial Aid within the Division of Student Affairs. Assistance is available in the form of part-time employment, scholarships, grants, and student loans.

A student may obtain assistance through any one of these programs or through a combination of them. He may apply for aid and be offered a package - a loan and a job or any combination of these types of assistance.

To be considered for financial assistance, a student must apply for admission to the University and complete all forms connected with his application. A Parent's Confidential Statement must be filed with the College Scholarship Service in Princeton, New Jersey. Awards of financial assistance are renewable on an annual basis; a new application must be filed each year. A list of the types of financial assistance is available to all students.

IV. ADMINISTRATIVE COORDINATION

The UMES campus will continue to use the Executive Cabinet, which is multiracial, and the University Senate (students, faculty, administrators, classified, and professional employees - black, white, male, and female) to coordinate all activities related to the campus desegregation plan. Periodic reports will continue to be made to these bodies for consideration and action. The official UMES Handbook identifies the procedural method in complete detail.

V. PROGRAM COOPERATION

A. Salisbury State College (NOTE: This section relating to program cooperation between UMES and Salisbury State College is the same as in the Salisbury State College plan.)

The historically southern pattern of race relations in the State of Maryland produced two separate institutions of higher education to meet the educational needs of black and white student bodies. The University of Maryland-Eastern Shore is still serving a predominately black student population and Salisbury State College has a predominately white student population. The fact that the two institutions are separated by only 12 miles in a sparcely populated area of the State has long been a source of concern to the State officials because of the duplication of facilities and programs which led to a costly use of the State's limited resources. The administration of UMES has been deeply sensitive about the problem and to the need of achieving some progress in inter-institutional cooperation in order to assure a high quality of educational opportunity for the residents of the Eastern Shore.

The items which are listed below indicate steps which have been taken and others which are projected by UMES in an effort to provide a more efficient and economical use of higher education resources and to deliver student services on a higher level than would be possible if UMES were to go it alone. The focus of the listed activities is not in all cases to improve the racial balance among the students on the UMES campus nor to affect a greater presence of "other-race" members of the faculty. Each campus has made noticeable progress in the desegregation of its student body, and almost half of the faculty members at UMES are white. On the other hand, Salisbury State College has experienced considerable difficulty in acquiring a representative number of black faculty members.

Therefore, of the items listed below, some are calculated to have an immediate effect upon increasing the flow of "other-race" students while others are aimed at the kinds of quality improvement that are intended, over a longer span of time, to contribute to improvement of racial balance.

UMES-SSC COORDINATION AND COOPERATION

Listed below are activities in two categories. Those in the first category (A), are activities or cooperative arrangements which have already been established between the University of Maryland, Eastern Shore and Salisbury State College. Activities in category (B) are planned cooperative arrangements which also have some potential for the more efficient and economical use of inter-institutional resources and which should, in due course, contribute to the improvement of racial balance in each institution with regard to students, faculty and staff.

(A) Established Cooperative Activities With Salisbury State College

1. A UMES-SSC Coordinating Committee has been established

The principal members of this Coordinating Committee are the Academic Deans, Business and Finance Officers, and the Deans of Student Services. The main functions of this committee are to evaluate and refine all existing cooperative ventures and to generate ideas for further inter-institutional cooperation.

2. Library resources have been coordinated and consolidated through a mutually acceptable catalog system.

There currently exists between the libraries an unwritten reciprocal loan policy and an exchange of periodical loan files. UMES has agreed to provide SSC with statistical information to avoid duplication of print-outs, clippings and ephemeral verti files. An attempt will be made to microfilm book holdings and exchange staff manuals.

3. A policy has been established whereby all new academic programs are mutually considered prior to their implementation.

The two academic officers have agreed to a policy that will permit all elements of the campuses to review new academic programs prior to campus submission. This enables each campus to monitor the kinds of resources that are needed and to determine how they can be shared.

4. Students are encouraged to attend classes for credit on both campuses.

Academic officers on both campuses have circulated materials so that students can take offerings at each campus. This has also been done in the past, and it will be intensified as a result of a commitment on the part of the two campus communities.

5. The academic calendars of both institutions have been coordinated.

Schedules for 1973-74 have been coordinated by the chief academic officers of both institutions.

6. The two institutions have exchanged faculty listings showing professional competencies in order to coordinate the planning of academic appointments in departments where identical degree programs are offered.

The two academic officers have shared academic credentials of all new appointments in order to utilize the various services of these appointments.

7. Transportation is provided between the two campuses for students and faculty members.

8. Joint faculty research participation is encouraged.

One faculty member from Salisbury State College is serving on the UMES Research Committee.

9. Activities of organization and ensembles in the performing arts have been coordinated.

The Dean of Student Affairs of UMES and the Director of Student Activities of Salisbury State College have arranged that cultural and student activity calendars be exchanged. Students from both campuses do attend activities on either campus upon presentation of their student identification cards. This will involve not only social and cultural events but the athletic events as well.

10. Communication does exist about the various cutural events presented on the two campuses.

The communication about the cultural events has provided access to these affairs by students from both campuses, and one other specific result of the communication has been the coordination of films presented on each campus.

11. The utilization of the physical facilities on the two campuses has been coordinated.

The two campus heads agreed that any physical facilities available on either campus and not being utilized by the respective campus can be used on a reciprocal basis. This use has been coordinated by the two general administrative officers of both campuses, and coordinated use has been effected with four facilities -- Swimming pool, football stadium (UMES) and track and baseball fields (SSC).

12. Reciprocal joint social functions are held during the academic year for the faculties of the two institutions.

13. The two institutions are jointly sponsoring six television media courses through the Maryland Center for Public Broadcasting-WMPB- and they are also jointly sponsoring Sunrise Semester.

14. The Chancellor of UMES and the President of SSC are continuously meeting to insure the implementation of the activities listed above.

The two campus executive heads met during the first semester of the 1973-74 school year to confer and provide direct leadership to the implementation of the activities mutually agreed upon.

(B) Planned Cooperative Ventures To Further Insure The Efficient and Economical Operation of the Two Campuses

1. Planning will occur and efforts made to permit students to live in dormitories on either campus regardless of where they are officially enrolled.

The UMES Dean of Student Affairs and the SSC Director of Housing have received the permission of the respective campus executive heads to proceed with planning and efforts to make dormitory residence available to students on either campus, depending upon the availability of space. Official notices of the availability of dormitory space will be served at the time of the selection of housing.

2. Consideration will be given to the joint establishment of a Baccalaureate Nursing Program.

The nursing program, according to academic officiers, will be jointly considered, prepared and possibly implemented.

3. The Teacher Education Committee of UMES-SSC and Washington College is planning to offer two conferences in Teacher Education, Performance-Based, and two Innovative Programs for elementary and high schools.

4. Exploration will be made to effect the Joint Appointment of faculty members.

No official policy has been recommended because of the legal ramifications growing out of the existence of two independent governing boards. However, some experience has already been had in the exchange of faculty for the teaching of specific courses where the demand existed and the teacher loads were light enough to accommodate the service.

B. Academic Institutions Outside Maryland

UMES will continue its cooperative ventures (i.e., visiting scholars, library exchange, research assistance, concerts, academic program development, educational consulting, student campus visitation, etc.) with the below-listed institutions.

Harvard
Princeton
Cornell
Massachusetts Institute of Technology
University of Pittsburgh

C. Academic Institutions Inside UM System

UMES will continue to develop cooperative activities with the University of Maryland, College Park and the Professional Schools at the Baltimore City campus of the University of Maryland.

D. U.S. Department of Agriculture - Beltsville, Maryland

UMES will continue its cooperative research and institutional program which has been established between the U.S. Department of Agriculture (Agricultural Research Service) and the University. This program will bring scholars to the UMES campus during the academic year.

E. Center for Environmental and Estuarine Studies - Horns Point

Due to the proximity of the UMES campus to Horn's Point and its projected relationship with the Center, the University of Maryland, Eastern Shore is in an extremely advantageous position to offer an undergraduate degree program in Environmental Studies, which would attract students of all races. Major steps are being taken to implement such a proposal. The campus already possesses considerable expertise in the environmental area with the acquisition of several top young environmental research scholars.

Specific Information

(a) UMES personnel will serve on the Intra-University Liaison Committee for the Center for Environmental and Estuarine Studies.

(b) UMES faculty will participate in research to be conducted at the Center for Environmental and Estuarine Studies.

(c) UMES students will participate in educational programs and research at the Center for Environmental and Estuarine Studies.

(d) UMES faculty are currently involved in a number of environmental research projects which could be pursued in cooperation with the Center.

(e) So far this fiscal year, $136,419 was awarded to the UMES campus by the federal government for environmental research.

(f) Two first-rate young environmental scientists recently joined the UMES faculty.

VI. MONITORING MECHANICS

The UMES desegregation plan will continue to be monitored by the Executive Cabinet and the University Senate. The day-to-day operation is under the direct supervision of the Human Relations Officer who is assisted by a Human Relations Committee, which is multiracial.

Progress reports will be presented to the Executive Cabinet and University Senate once a month by the Human Relations Officer to determine the status of planned and unplanned activities related to the desegregation plan.

Because of the human elements in the development and implementation of a desegregation plan, the UMES community will continue to require that all persons assist in the monitoring, for without this collective effort, the test will be totally impossible.

VII. GOALS (PROGRAMMATIC)

The UMES campus will strive to create an environment in which people can become more human through the development of their maximum potentialities. This will be accomplished through inter-disciplinary, intercultural, international, and innovative studies within a multiracial context.

The UMES campus is a complex of purposes, values, and endeavors. It will seek to provide educational opportunities which are varied in nature, excellent in quality, and designed for the fulfillment of the needs of the individual and society. In order to fulfill its function, the University of Maryland, Eastern Shore campus declares the following to be its objectives:

(a) To provide educational opportunities of high quality within the designated scope of the University's function to all who can benefit from them.

(b) To maintain emphasis upon excellence in teaching.

(c) To preserve, as one of the University's distinctive characteristics, an atmosphere of freedom.

(d) To advance knowledge through the encouragement and development of scholarship, research, and artistic and professional achievements.

(e) To provide opportunities for cultural and social development within a setting of aesthetic quality.

(f) To prepare the student for graduate study and/or professional involvement.

(g) To provide the student with an overall education which will help him understand other people and other cultures, as well as his own.

(h) To provide the student with activities which enable him to respond to a rapidly changing society within the framework of high ethical standards.

(i) To provide the State of Maryland those services which are appropriate to the functions and resources of the University and the needs of the State.

VIII. SPECIALTY AREAS AND GENERAL POLICY

As a multiracial institution of higher education, with the expressed goal of providing educational opportunities to all persons who can benefit from them, UMES has extended its educational services to all segments of the population at large. Pursuing this educational policy, the institution has maintained a posture of nondiscrimination in all employment practices, as well as in all aspects of public service.

As a means of converting the philosophy of the institution into an affirmative plan of action, a vigorous recruiting program has been established in support of the nondiscriminatory policies of the University of Maryland, Eastern Shore. This program utilizes a number of different channels of recruitment in an effort to make the personnel needs of the institution known to minorities and women.

Grievance procedures have also been established for the protection of women and minorities, who are employed on the UMES campus. These procedures, which clearly define responsibility and avenues of assistance open to employees, provide for prompt and equitable hearing of employee grievances.

That the administration of the University of Maryland, Eastern Shore is openly opposed to discrimination in all forms is strongly stated in the institution's writeen statement not only prohibits discrimination within the institution, but it refuses recognition to those organizations outside the institution which practice policies of discrimination. This positive approach toward race relations has caused the University to assume a role of leadership in racial affairs of the community.

In effect, personnel policies and practices implemented during the past year have resulted in a better racial balance throughout all areas of employment at the University of Maryland, Eastern Shore.

In maintaining the nondiscriminatory personnel environment of the University of Maryland, Eastern Shore, the administration has given wide publicity to this written statement concerning the institution's affirmative commitment to eliminate past discrimination in employment on the basis of race, color, sex, religion, and national origin. This policy has brought confidence to personnel presently employed at UMES and has caused them to become involved in self-improvement programs. That is, personnel are more inclined than ever before in the history of this institution to develop their individual potential because of the fair employment practices recently implemented at UMES.

Therefore, the University of Maryland, Eastern Shore fully endorses the program of affirmative action outlined in Executive Order 11246, for this procedure has, in fact, proven to be a most efficient method of personnel management by encouraging people to seek retention and promotion solely on their contribution to the total program at the University.

DESEGREGATION PLAN
FOR
UNIVERSITY OF MARYLAND, UNIVERSITY COLLEGE (UMUC)

Campus Roles

A. Policies of the Campus

1. The University College of the University of Maryland was established in 1947 for the specific purpose of extending the teaching and research functions of the University of Maryland to the citizens of the State of Maryland. Consistent with this objective the University College enrolled black students in many of its programs even before the University desegregated pursuant to the United States Supreme Court decision in Brown v. Board of Education in 1954. It has had and will continue to have a policy of open enrollment for all citizens of the State of Maryland regardless of race, sex or ethnic backgrounds.

2. Through the President's Administrative Council the University College participates in coordinating its activities within the total University. Periodic meetings of University College staff are held to coordinate programs and policies of the various State-wide divisions (Baltimore, Off-Campus, Evening, Open University, Conferences and Institutes, and the Center of Adult Education).

B. Programs and Organizational Changes

1. In September, 1970, in order better to serve the adult community of the State of Maryland the President and the Board of Regents of the University of Maryland in further implementation of the creation of distinctive campuses raised University College to the status comparable to the four campuses and named a Chancellor to oversee and implement its continuing education operations. The Chancellor of University College has appointed an Assistant to the Chancellor and placed within his area of responsibility implementation of the Affirmative Action Plan of the University College.

   The Chancellor has established an Affirmative Action/Desegregation Office headed by an Assistant to the Chancellor to assume affirmative action and desegregation implementation functions. Leadership of the office is accountable for directing office activities and responsible directly to the Chancellor. This office will also be responsible for making reports and recommemdations to the Chancellor, who will synthesize and transmit the reports to the President for inclusion in the regular Affirmative Action/Desegregation reportage to the Board of Regents and the Maryland Council for Higher Education.

2. Program Implementation or Changes

   Because the University College in many of its operations has consistently dealt with agencies (both Federal and State) which have implemented desegregation policies, it has in fact implemented programs to improve its own racial balance. It has assisted these agencies in improving their own racial balance, e.g., Head Start, "Upward Mobility" program of the Social Security Administration, special courses devised for various county departments of education, special courses devised for military personnel (including PREP, PRedischarge Education Programs).

C. Statistical Data

1. Student Composition Fall 1973

The University College submits the results of the racial census conducted in the state-wide programs during the Fall 1973 registration for full-time students which were calculated as students enrolled in nine semester hours or more. It should be noted that of the full- and part-time students 23.9 per cent filled out the census form incorrectly or did not turn them in or refused to respond.

University College Racial Census Fall 1973 Full-Time Students

	TOTAL		UNDERGRAD		GRAD	
Blacks	98	9.3%	95	9.3%	3	8.8%
Oriental	16	1.5%	15	1.5%	1	3.0%
Spanish-Surname	10	0.9%	10	0.9%	0	0.0%
American Indian	6	0.6%	6	0.6%	0	0.0%
Other	926	87.7%	896	87.7%	30	88.2%
TOTAL	1056	100.00%	1022	100.00%	34	100.00%

2. Faculty and Staff Composition 1972-1973 Inclusive

The statistics in the appendix represent with respect to the Fall 1973 count those faculty for whom data were obtainable.

D. Student Financial Aid

1. University College students may receive tuition assistance from the various agencies of the Armed Forces, various local educational systems and Federal and State agencies, many of which are designed to raise the level of competency and improve opportunities for minority employees. Under this category may also be included grants and loans, the Law Enforcement Education Program (LEEP), veteran's benefits (including PREP) under applicable statutes. In addition, the Student Guaranteed Loan Program (SGLP), makes money available to low income students who register for more than a half-time load and many of these may be minority students. Also the Upward Mobility Program of the Social Security Administration conducted by University College provides full funding for tuition fees and textbooks. Through its Conferences and Institutes Division, University College has conducted programs for governmental agencies in the areas of employer-employee relations, counseling for women, etc. Under Title I, the Higher Education Act of 1965, University College conducted a program for faculty-staff and classified employees dealing with the Dilemma of the White American. In addition, the College is attempting to obtain additional federal student aid funds.

E. Administrative Coordination

(See above A.2.)

F. Program Cooperation

(Cooperation with other institutions and campuses by each campus.)

1. Since University College operates primarily for adults it may conduct programs on any campus of the University of Maryland or in geographic areas served by other State and private institutions. In each case, however, coordination efforts are made.

G. Monitoring Mechanisms

The ultimate responsibility for monitoring programs to improve racial balance resides with the Chancellor of University College. General supervision for such monitoring will be delegated to the Assistant to the Chancellor. An Affirmative Action Plan has been developed by a representative committee of University College and submitted for approval.

Grievances of employees will be processed through established University channels. It is expected that persons having grievances will seek normally to resolve them at the unit level with appropriate academic or administrative officers before requesting the services of the Affirmative Action/Desegregation Office. Assistance from designated unit personnel will be provided to such persons for this purpose.

H. Goals (Programmatic)

University College administrators will include in their duties visitation with governmental and business agencies, other educational institutions and organizations with the purpose of increasing cooperation in the offering of programs. The University College envisages the development of additional programs patterned along the lines of the PREP program of the Veterans Administration for the Department of Defense, the "Upward Mobility" of the Social Security Administration, etc. Serious consideration will be given to an expanded staff to assure the fulfillment of the stated goals.

I. & J. Projections and Timetables

1. Students

Given the fact that 23.9 percent of the student population filled out the census form incorrectly or did not turn it in or refused to respond, it is difficult to determine what would in fact be a realistic goal and a timetable to achieve it. Nonetheless, University College will exert every effort to reach a goal of 12 percent black students, and 4 percent other minority groups by the Fall semester of 1980.

2. Faculty

University College in cooperation with the departments concerned will strive to increase the employment of minority and women faculty in proportion to national percentage of appropriate degrees awarded to minorities and women during the last ten years. It will strive to achieve this goal by 1977.

3. Staff

University College will exercise its best efforts to achieve the goal of 17 percent black Associate Staff and 4 percent other minorities by 1977. Among the classified staff there are presently 21.2 percent black and 3.8 percent other minorities during the Fall semester 1973. While it is desirable to increase the percentage of minority employees, the major goal set by University College is to encourage all classified employees to take advantage of educational opportunities and thus improve their eligibility for promotion.

K. Speciality Areas: Progress, Problems, Plans with respect to:

1. Recruitment and Admission of Students

a. University College has found some difficulty in the recruitment of students because of the limited scope of its degree programs. These programs are being broadened; and although advertising has been extensively used, its effectiveness is difficult to assess. The Open University Program instituted in the Fall of 1972 enrolled an 18 percent minority representation. Efforts to attract "other-race" students to University College will continue and will include continued advertisement of special programs through an extensive use of the mass media.

b. With respect to admissions, University College admits all adult students who are high school graduates and any adult student who has been out of college for more than two full semesters irrespective of prior academic achievement. This represents a very liberal admissions policy for adults at the University level.

2. Recruitment of Faculty

Although faculty recruitment has been in the past primarily the responsibility of the academic department chairmen at College Park, University College has urged minority recruitment.

3. Recruitment of Staff

a. With respect to classified employees the University College makes full use of the recruitment facilities of the personnel department at College Park, and follows the policies of the Merit System of the State of Maryland.

b. With respect to Associate Staff, the Recruitment Program contained in the Affirmative Action Plan submitted has been implemented.

c. Operating Units will assess the extent to which minority persons are under-represented in the employment composition of the unit. In those instances in which minority under-representation is evident, positive documental efforts will be made to recruit minority candidates. The results of these efforts will be transmitted as a part of the regular Affirmative Action/Desegregation reportage.

4. Retention and Advising of Students

University College maintains a staff of qualified academic counselors whose full responsibility is the counseling of students in the Off-Campus, Baltimore and Evening Divisions. In addition, many administrators also counsel students. The College also provides non-curriculum counseling through the Counseling Center at College Park by employing two psychologists on an overload basis. Student retention has not been a serious problem. Many students seek to take only a specific course or sequence of courses to meet an occupational or personal need.

5. Retention of Faculty

University College uses a large number of qualified part-time faculty assigned to teach by the appropriate academic department chairman. In addition, University College, after approval by the appropriate chairman, a number of full-three quarter or half-time faculty are contracted at the equivalent instructor, assistant instructor, and assistant professor level, although all appointments are at the title of Lecturer. Most of these faculty have completed all of the course work for the doctorate and are completing their dissertation. Since University College receives no State funds these faculty are not employed with a view to attaining tenure and the average length of employment is three or four years.

University College in conjunction with relevant academic departments of other campuses will develop and implement faculty exchange programs with other State higher educational institutions and with Baltimore/ Washington metropolitan area public school systems.

6. Retention and Advancement of Staff

a. With respect to classified employees, these personnel have all of the rights and benefits of the University of Maryland Classified Employment Program.

b. The Associate Staff have no tenure. However, an Affirmative Action Plan including the Associate Staff has been submitted.

c. University College will make specific efforts to increase the percentage of minority persons in leadership positions, and will to the extent of its financial resources, implement special programs designed to facilitate upward mobility of such persons.

7. Opportunities for Graduate and Professional Study

a. Classified employees are eligible to enroll in up to four semester hours of course work per semester with remission of fees.

b. Full-time faculty and Associate Staff are eligible to enroll in up to six semester hours per semester with fees remitted if their salary places them at the level of instructor. All other faculty and Associate Staff may enroll up to four semester hours per semester.

8. Extracurricular Programs

Since University College's student body is composed almost entirely of fully employed persons, efforts to provide extracurricular programs have been non-productive.

CHAPTER FOUR

BEST COPY AVAILABLE

STATE COLLEGES

Under the Board of Trustees of the Maryland State Colleges

SEGMENT

OF THE

MARYLAND PLAN

FOR COMPLETING THE DESEGREGATION

OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS

IN THE STATE

Bowie State College

Coppin State College

Frostburg State College

Morgan State College

Salisbury State College

Towson State College

February, 1974

FOREWORD:

This State Colleges' segment of the MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POST SECONDARY EDUCATION INSTITUTIONS IN THE STATE has been prepared as an unequivocal expression of the Board of Trustees of the State Colleges' commitment to provide equal educational opportunity to all students and equal employment opportunity to faculty, administrators and staff not only to be in compliance with all Federal regulations, but because it is right and proper that it do so.

In a fundamental and comprehensive way, the Board of Trustees of the State Colleges' commitment to the premise of equal opportunity is that the effect of systematic exclusion, inattention, and overt discrimination in the past cannot be remedied in any appropriate manner and in any reasonable time by a posture of inaction. The Board of Trustees' posture, therefore, is one of affirmative action to eliminate inequities resulting from discriminatory practices in the past.

The Board of Trustees' posture with respect to the principle of equality of opportunity to all citizens of Maryland was expressed in the Board's Policy Statement of May 5, 1969, of which the following is an extract:

BOARD OF TRUSTEES OF THE STATE COLLEGES OF MARYLAND
MAY 5, 1969
POLICY DIRECTIVE

"The Board of Trustees of the Maryland State Colleges, being fully committed to the general principle of achieving a more representative racial balance among the six colleges under its jurisdiction, declares that the specific courses of action as outlined in this Policy Directive be implemented by the Maryland State Colleges in order to achieve this worthwhile goal. Meaningful integration must be accomplished for the benefit of all our citizens and for the betterment of higher education in the State of Maryland..."

I. OBJECTIVES:

The objectives of the State Colleges with respect to the State's desegregation plan are the following:

1. To make available to "other race" students all programs, activities and facilities which constitute the State Colleges' total educational effort.

2. To undertake affirmative action programs to attract "other-race" students, faculty and staff to the State Colleges.

3. To provide educational opportunity and programs for "other-race" students in a manner which recognizes and attempts to overcome past educational disadvantages and which offer reasonable prospects that motivated and basically qualified "other-race" students can pursue their educational goals successfully at a State College.

4. To develop programs and activities which not only give appropriate emphasis to the contributions made by minorities to modern civilization but which also foster constructive and harmonious interaction of students, faculty, staff and community, regardless of race.

5. To increase as a major objective, the potential college population rather than the fostering of competition for existing or college-bound students, paying particular attention to the recruitment of increased numbers of minority students into the State College system.

6. It will be a major objective of the State College segment to continue recent affirmative steps to assure that the physical plant, program and fiscal support of the various State College campuses are equitable.

II. STUDENT COMPOSITION:

A. Plan of Action:

It is incumbent upon the State Colleges to remove educational, social, and financial barriers which in the past have discouraged or denied "other-race" students from enrolling and taking advantage of the educational opportunities available to them at the State Colleges. The State Colleges record of achievement during the past few years in this regard has been significant, however, additional steps must be taken to expand opportunities for "other-race" students through an energetic recruitment program. Thus, the State Colleges will pursue the following plan of action:

1. Expand the recruitment efforts by having multi-racial teams visiting high schools in all sections of the State.

2. Increase the support budget for the admissions and integration officers on each campus to allow for adequate travel, publications and recruiting efforts to bring prospective students to the campuses.
(Included in these efforts would be special programs to attract the interest of "other-race" students. These activities would include speakers, seminars, workshops and other related activities.)

3. Initiate recruiting teams-whereby teams of "other-race" students will be utilized to recruit "other-race" students.
(Included in these efforts would be personnel from academic departments in the various disciplines who would be utilized to orient community college personnel and students on what the State Colleges have to offer in terms of articulation possibilities.)

4. Initiate an extensive marketing program to communicate with high school students, junior high school students and adults who have not attended college.
(Included in this effort will be extensive use of the mass media to include radio and TV announcements, newspapers, magazines, and other assorted pamphlets.)

5. Examine admissions policies with the objective of eliminating any barriers created as a result of cultural differences existing among potential "other-race" students.

6. Undertake to evaluate admissions policies and assessment tools; i.e., standardized test scores and other predicted devices to determine the validity of admissions practices.

7. Develop retention programs to provide special academic support services designed to facilitate success for all students needing the services with special emphasis on retaining minority students.

8. Develop diagnostic mechanisms to assess academic skill deficiencies of entering students. When deficiencies are identified, each institution will develop supportive programs to increase the success potential of these students. These programs will be reviewed on an annual basis to ensure that they are meeting the students' expressed needs.

B. Implementation:

Responsibility for implementation and evaluation of the student composition area will rest with the appropriate administrative officers and a system-wide multi-racial coordinating committee.

The administrative officers and committee mentioned above will on a yearly basis, review its plan to ensure unity of purpose and effectiveness of its procedures. It will also prepare an annual report describing the efforts and progress being made towards meeting the institutional goals and compliance with Federal regulations. This annual report will be submitted to the president of each institution and will be reviewed by the chairman of the multi-racial coordinating committee.

The report will then be transmitted by the president of each State College to the Board of Trustees. The Board of Trustees will synthesize the reports and, in turn, transmit the reports to the Maryland Council for Higher Education.

III. FACULTY, ADMINISTRATIVE AND STAFF EMPLOYMENT

A. Plan of Action:

The State Colleges are committed to the principle that recruitment and appointments of faculty, administrators and staff shall be made solely on the basis of qualifications, without regard to race, sex, creed or color. In furtherance of the aforementioned principle, the State Colleges pledge themselves to pursue courses of action that will expand, rather than diminish, the role of minorities, expecially Blacks, in leadership positions at the institutions such as president, dean, department chairmen, faculty members and administrative officers. The long range objective is to recruit and hire larger percentages of eligible minority persons into faculty and other administrative positions. To achieve this objective, measurable progress will be made each year at each college which has not reached the projected level of achievement. As a minimum, each State College will develop a recruitment and hiring plan which actively seeks out and encourages minorities to apply, rather than discriminating against them because of race. The commitment to the State plan will be result-oriented which means that the State Colleges, indirectly and/or collectively, will not only actively recruit and widely advertise to increase the pool of minority applicants for academic and professional positions on each campus, but at the same time the State Colleges' program for employment will create an environment of support, encouragement and cordiality in order that faculty, administrators and staff may thrive professionally and personally.

The following plan of action will be initiated in view of the objectives described above:

1. A full-time professional with the staff of the Board of Trustees will devote a considerable portion of his time assisting the State Colleges in identifying qualified minority candidates for professional positions. Candidates soliciting positions for which no vacancies exist at the State Colleges will be referred to the aforementioned professional staff member at the Board of Trustees who will make available to the various State Colleges the names of potential "other-race" faculty and staff.

2. In recommending appointments of faculty and staff to the Board of Trustees, the president of each college will be required to put the burden of proof on departmental and unit heads to document that active and imaginative steps have been taken to recruit qualified minorities.

3. Academic departments and other administrative sections at each State College will make a determination of the extent to which "other-race" persons are under-represented. In those instances wherein under-representation is evident, positive efforts will be made to recruit "other-race" candidates.

4. Academic departments and other administrative sections at each State College will establish minimal numerical employment goals on an annual basis and will actively seek to satisfy this mandate.

B. Implementation:

The Board of Trustees expects each president to place direct responsibility for the implementation of the employment element of this plan of action as described above on divisional and/or department heads and/or the appropriate administrative officer and supervisor in terms of their roles and participation in the institutional academic and administrative structure.

IV. FINANCIAL AID:

A. Plan of Action:

Efforts will be made to ensure that there are "other-race" personnel on the Financial Aid staff sensitive to the special financial needs and circumstances of students from low income families to prevent their being denied higher educational opportunity because of economic conditions.

The State College System will seek to double current funding under the "Other-Race Grant Program" while at the same time retaining the current need criteria. This will ensure that programs such as the ORGP will continue to make educational opportunities available to "other-race" students who demonstrate the greatest financial need. Inasmuch as the predominantly Black colleges of Bowie, Coppin and Morgan constitute 42 percent of the total undergraduate full-time enrollment in the State College System but receive only 20 percent of the Senatorial scholarship funds distributed among the State Colleges, the Board of Trustees will endorse and support State administration efforts to achieve reform in the administration and distribution of the State's student financial aid programs, whereby State monies would be awarded on the basis of financial need once the student had been accepted for admission at an institution.

B. Implementation:

Responsibility for implementation of the above objectives will rest with the president at each State College.

On a yearly basis, the president will review the plan and analyze both efforts and progress made toward meeting the institutions' goals.

The report will then be transmitted by the president of each State College to the Board of Trustees. The Board of Trustees will synthesize the reports and, in turn, transmit the reports to the Maryland Council for Higher Education.

V. ADMINISTRATIVE AND PROGRAM COORDINATION AND SPECIALITY AREAS:

Encouraging and attracting students to attend "other-race" colleges will be enhanced by coordinating program offerings through such devices and activities as the following:

1. The Baltimore Area colleges and universities (also Salisbury State College and the University of Maryland-Eastern Shore) will function on a common academic calendar.

2. Transportation systems will be developed between area colleges

located in close geographic proximity to make it possible for students to leave their home campuses and pursue courses at other institutions.

3. Mechanisms will be developed to coordinate program offerings among the colleges with joint faculty appointments for the staffing of these programs.

4. Departmental chairpersons, academic advisors, and counselors will make available to students at each State College listings of available courses and program offerings at the other State Colleges.

5. Students enrolled at any of the State Colleges may pursue courses at any other State College with the credit automatically accepted at the home institution as if those courses were offered at the home institution.

B. Implementation:

In order to implement the State Colleges' segment of the State's desegregation plan, each college President will appoint a multi-racial coordinating committee consisting of students, full-time teaching faculty, and administrators. The integration coordinator also will serve as a member of this committee. (The members of the multi-racial coordinating committee would elect its chairperson.) A system-wide committee (State Colleges) would then be established comprised of these chairpersons, the committee to serve as a system-wide coordinating body to ensure unity of purpose, effective procedures, and continuous evaluation of the efforts and progress of the State Colleges' segment of the desegregation plan.

The report will then be transmitted by the president of each State College to the Board of Trustees. The Board of Trustees will synthesize the reports and, in turn, transmit the reports to the Maryland Council for Higher Education.

The chairperson of the committee, preferably a professional from the Board staff, will be held accountable for the effectiveness and results of the State Colleges' segment of the desegregation plan.

VI. MONITORING MECHANISMS--A PLAN OF ACTION:

The coordination of all programs and policies related to the recruitment and retention of "other-race" students on the various State College campuses will be the responsibility of the campus multi-racial coordinating committee. This committee will be responsible to the chief administrative officer of the institution.

All departmental and administrative chairpersons will coordinate all activities within their designated areas relating to the "other-race" students and will provide program information, operations procedures and progress briefs and all other such pertinent data to the multi-racial coordinating committee.

Both academic and non-academic grievances will be handled through established college channels. If resolution of the grievance is not satisfactory, the person shall be informed that he or she may present their grievance directly to the multi-racial coordinating committee. If resolution is not possible, the matter will be referred to the president.

It is expected that any person who has a grievance will seek to resolve his or her grievance with the appropriate persons within a division and/or department and in, the case of non-academic grievances, with appropriate administrative officers before bringing the grievance to the attention of the multi-racial coordinating committee.

The multi-racial coordinating committee proposed above will be directly responsible to the president.

Each college will evaluate its faculty and staff grievance mechanisms to ensure the enforcement of the stated non-discrimination policy.

The multi-racial coordinating committee will prepare an annual report to the president of the college outlining efforts and progress made by the college toward meeting the institutional goals and compliance with the State-wide Plan and with Federal regulations regarding recruitment, enrollment, and retention of "other-race" faculty, staff and students.

VII. PROGRAMMATIC GOALS:

It is the intention of the State Colleges to increase the percentage of "other-race" students on each campus. The methodology which the State Colleges intend to employ to accomplish this are the following:

1. Promote specialized programs at the various institutions so that the course offerings, not the racial composition of the student body, will attract students.

2. Mandate establishment of integration offices at each State College. These offices will be up-graded so as to facilitate a more vigorous recruitment program aimed at attracting "other-race" students. This up-grading will also require an increase in the budget of these offices to support travel, advertising, and improving the image of the college as a quality institution accessible to all students without regard to race, creed or color.

3. Each State College will be required to examine in depth its curricular programs for the purposes of ensuring that racial and ethnic minorities and their contributions and achievements to world civilization are adequately reflected. It is the intent of this approach to specifically guarantee that the curricular and total learning climate of these institutions reflect the positive aspects of a multi-racial and pluralistic society.

No affirmative action plan can be adequate by merely facilitating greater access to "other-race" students. This plan must go further and ensure that the environment in which the students live and study are conducive to their learning and personal development.

4. The State Colleges' Board of Trustees will mandate that each State College conduct a study of its retention patterns for "other-race" students so as to identify the variables in the success or failure of their policies. It is the clear intent of this plan to give greater emphasis towards guaranteeing the academic success of "other-race" students. This objective will be accomplished in several ways:

a. Funding will be sought for special academic programs for disadvantaged students at each State College.

b. Special counseling and other academic support programs also will be up-graded with special attention given to the need to counter academic difficulties faced by "other-race" students.

c. Concentrated efforts will be made to eliminate all the barriers to academic success so that "other-race" students, once admitted, will ultimately realize their educational objectives and attain their full potential.

d. These programs will be evaluated annually by the State Colleges' bi-racial coordinating committee. This committee will conduct an annual audit of the effectiveness of academic support and other retention programs and submit written evaluations and recommendations to the Board of Trustees regarding necessary modifications or improvements.

5. The State College system will establish a special program to inform counselors in all high schools and community colleges in the State of the program offerings and their unique characteristics available at the State Colleges. Special concentrated attention will be given to eliminating the pattern now practiced by some high school counselors of encouraging Black students to consider attending only the predominantly Black colleges and White students to consider attending only the predominantly White colleges.

6. All the State Colleges are required to recruit faculty and staff without regard to race, creed or color. The State College system recognizes the need to provide an adequate number of "other-race" model figures for its students on all the campuses. Thus, where a simple policy of employment without regard to race does not accomplish this objective, those colleges so affected will be required to vigorously implement affirmative action employment programs. In other words, it is not sufficient that a college maintain merely a policy of non-discrimination; however, colleges with a low presence of "other-race" personnel are required to go further and take affirmative steps to recruit "other-race" individuals. These steps will include:

a. Special funds for recruitment and travel, advertising, etc.

b. State Colleges within the system will be encouraged to develop voluntary faculty exchange programs to achieve a more representative racial distribution among their faculty.

c. The State College System has adopted a policy of joint appointment of faculty to promote the above-stated objective. It is recognized that supply is the critical factor in the employment of minority faculty and staff. Given this fact, special emphasis will be placed upon identifying minority graduates who will be encouraged to enter graduate schools to prepare for careers in higher education.

d. The State Colleges will initiate a graduate development program which will entail each State College identifying promising minority graduates who have an interest in and the potential for joining the faculties and professional staff of the State Colleges. These individuals will be encouraged and given an opportunity to pursue a masters degree in an area in which one of the State Colleges has a need of personnel. The aforementioned program could be developed for all the basic instructional as well as professional areas found in a liberal arts college, and could be established at a specified State College or in a cooperative arrangement with the University of Maryland, with the view of establishing a State "pool" of qualified minority college professionals. Graduates from the program will be encouraged to enroll in a doctoral program at a public or private university and foundation assistance will be sought for those candidates wishing to pursue this graduate study. Minority graduates assisted under this program would be required to serve in the State College System for two (2) years upon completion of their graduate studies.

It is to be noted that the University of Baltimore will become a public institution under the jurisdiction of the Board of Trustees of the State Colleges, effective January 1, 1975. At that time, the Board of Trustees will require the University of Baltimore to submit an institutional desegregation plan in conformity with and supporting the State Desegregation Plan, and the State Colleges segment plan. It is also to be noted that the Board of Trustees, at the request of the Governor, will develop a comprehensive master plan for the University of Baltimore covering its future role and scope both academically and fiscally.

DESEGREGATION PLAN
FOR
BOWIE STATE COLLEGE

FOREWORD

Bowie State College endorses the statewide Maryland Plan for Completing the Desegregation of the Public Post-secondary Education Institutions in the State and particularly commends the objectives of that Plan to eliminate vestiges of racial dualism in Maryland's public higher education institutions, to enhance and not diminish opportunities for Blacks as students, teachers, workers, and decision makers throughout the system, to assure an expanded role for Blacks and other minorities in the positions of educational leadership, to improve opportunities for equal access to quality education, and to increase other-race presence on campus.

Bowie State College also endorses the segment desegregation plan of the state colleges of Maryland. It commends the objectives of this plan to open up further the programs, activities, and facilities of the state colleges to other-race students, to undertake affirmative programs of action to attract other-race students, to develop programs and activities emphasizing the contribution of minorities to modern civilization, and to expand rather than merely allocate educational opportunities.

Bowie State College supports the conclusion in both the statewide and state college desegregation plans that the expected result on Bowie State College's campus will be that by 1980 fifty-one to fifty-two percent or 2,091 to 2,132 of the four thousand one hundred full-time undergraduates will be black students.

Assumptions Which Underlie the Action Plan

1. The Bowie State College plan will describe the specific steps that will be taken to implement the overall recommendations included in the statewide and Maryland State college plans. Specific measures may be supplemental but are at all times consistent with the broader plans.

2. While describing desegregation efforts the prevailing objective is to expand educational opportunities for Blacks and other minorities, both at Bowie State College and elsewhere.

3. The Bowie State College plan will also stress expanding educational leadership opportunities for black and other minority faculty members, administrative officers, students, and staff personnel.

4. The desegregation plan at Bowie will work toward increasing the supply of black talent in the professions and particularly in the areas in which Blacks are now under-represented.

5. An increased number of Blacks will be sought for Bowie State College; however, the percentage of Blacks attending Bowie will decline as increasing numbers of black students are attracted to predominantly white insitutions.

6. Desegregation efforts at Bowie will seek to create a model which contributes to the broader society by demonstrating how practice can be brought closer to the American ideal of pluralism and multi-racial cooperation and harmony. The College will thus provide a setting to prepare persons of all backgrounds to work more effectively in multi-racial settings.

7. In order to achieve the American ideal, the College will actively recruit, encourage, and welcome Whites to Bowie State College as students and employees. However, as it provides a warm and welcome atmosphere for Whites who wish freely to choose the college as freshmen or as transfer students it will continue to acknowledge and preserve with pride the fact that the institution was founded through the legacy of a black slave and for more than a century produced a large percentage of black educational leaders in Maryland.

8. Conscious steps will be taken to develop within students attending Bowie State College an appreciation, understanding, tolerance, and acceptance of differences through interaction of students from different areas of the State, from different age and and maturation levels, from different fraternal organizations, from different nations, different religions, and from different income levels. Through an inductive or synthesizing process, students exposed to the multi-cultural setting on the campus

will be helped to accept themselves and their individuality and to accept and appreciate others who are different. Then through a deductive process from this general appreciation of differences, students will be able to creatively attack and overcome problems associated with racial prejudice and polarization which debilitate campuses and society.

9. Bowie State College will continue to develop and preserve a body of knowledge, customs, and traditions showing the rich contributions of Blacks to civilization.

10. While rejecting notions of being solely a compensatory education institution, Bowie, in recognition of the expertise it has developed in assisting students with a deficient secondary school background, will continue to preserve and develop this expertise and to share it with other colleges.

11. Bowie State College will develop programs to become a center of excellence in continuing education and in the human services area.

Desegregation Program

I. Student Composition

A. Full-Time Undergraduate Enrollment -- 1972-73

For the academic year 1972-73, sixty-seven percent of the 1,596 full-time day undergraduates were black; thirty-three percent were other-race students. This distribution represents outstanding success in desegregating the College.

Enrollment in 1980

The projected enrollment for 1980 is that from 2,091 to 2,132 of the 4,100 full-time day students will be Black. This represents an increase in enrollment of over 1,000 Blacks and over 1,300 of other-race students.

Increase in the Number of Blacks Statewide

Having a primary interest in increasing the educational opportunities of Blacks, the projections for Bowie State College are reasonable as part of the State Plan which increases the number of full-time undergraduate Blacks in four year degree programs as follows:

Full-Time Undergraduates

1972			Projected 1980	
Total Blacks		%	Total Blacks	%
In State Colleges	-- 7,687	39.1%	9,271 - 9,960	33.8 - 36.4%
In University	-- 2,249	7.2%	5,568 - 6,674	15.7 - 18.8%
TOTAL	-- 9,936		14,839 -16,634	

B. Part-Time Undergraduate Enrollment -- 1972

In 1972, of three hundred twenty one part-time students 64% were other-race students. Bowie State College will continue to adjust its curricular offerings to meet community needs.

Projection for 1980

The College accepts as reasonable the projection that by 1980 fifty-one to fifty-two percent of the undergraduate student body at Bowie State College will be Black. It is expected that the racial composition of the faculty and administrative staff will compare favorably with that of the student body.

C. Graduate Enrollment

In 1972 of the 815 graduate students, 55% were other-race students. This distribution seems to represent the composition of the demand for graduate education and will in all probability continue.

D. Plan of Action

1. Adopting proposals made in the Maryland Council for Higher Education report in 1972, Bowie State College will seek additional resources to step up its publicity and recruitment efforts.
2. The College will continue its annual Counselor Workshop bringing high school counselors to the College.

3. The College will seek the support of the State Superintendent of Education as well as local Superintendents in Anne Arundel, Howard, Montgomery, and Prince George's Counties to have Bowie State College personnel consult on a person-to-person basis with counselors and key personnel in the schools in these counties to discuss the desegregation plan.

4. The Integration Coordinator will be explicitly assigned to work with community colleges to increase the number of transfer students coming to the College.

5. The College will aggressively seek black and white students to enter its Upward Bound Program for instruction during the summer and on Saturdays throughout the year.

6. The College will establish inter-racial student recruitment teams. Both black and white students will, through contacts in their individual races, identify students to perpetuate the inter-racial character of the College.

7. An attempt will be made to obtain approval for a special residence hall with efficiency units and/or multiple unit housing to encourage married couples of different races to live on campus.

8. Each club and organization on the campus will be encouraged to have an inter-racial composition.

9. All publications will have goals consistent with the concepts of cultural pluralism. Official publications will reflect the multi-racial character of every aspect of college life, including educational leadership.

10. The College will continue its open admissions policy which assures open access to all students within the framework of the Board of Trustees of the State Colleges policies regardless of race.

11. It will seek funds to expand the open admissions concept by making it possible for students to acquire degrees within a reasonable period of time through late afternoon and evening attendance and Saturday classes.

12. Bowie will examine admission policies with the objective of eliminating any barriers created as a result of cultural differences of potential "other-race" students.

13. Bowie will make extensive use of the mass media as part of its recruiting program.

14. Bowie will plan and implement programs designed to maximize the retention of its minority and "other-race" student populations. In keeping with this purpose, attention will be paid to the expansion and diversification of curricular offerings, and to exploring new possibilities for obtaining financial assistance for minority and "other-race" students. In addition, Bowie will regularly evaluate all of its retention efforts, making modifications as required to achieve its desegregation goals.

15. Bowie will develop diagnostic mechanisms to assess academic skill deficiencies of entering students. When deficiencies are identified, each institution will develop supportive programs to increase the success potential of these students. Such programs will be reviewed on an annual basis by the Multi-Racial Coordinating Committee to ensure that they are meeting the students' expressed needs.

16. Bowie State College will seek to promote college courses in the high schools in the local area for which seniors would receive credits, held in escrow. This will create a link between high school and college and motivate college attendance.

17. A small group of students will be identified to participate in sensitivity sessions under competent guidance so that they can become leaders in promoting racial goodwill among larger groups of students.

18. These student leaders will assist in opening residence halls to expand the process of desegregation.

19. The College will launch an expanded and bold program designed to encourage independent study by using programmed, mediated, and televised methods of instruction. An attempt will also be made to develop specified courses via newspapers with the local papers such as The Bowie Blade and The Bowie News.

20. The College will seek to exchange one percent of its students, preferably as an inter-racial cluster, with similar students from other institutions.

21. Each year, the College will select fifty talented students, white and black, and provide them with expansive experiences for aesthetic, intellectual and social enrichment. One aim will be to create a healthy inter-action among these outstanding students and create a nucleus of bi-racial, educational leadership.

22. The College will expand its evening programs to consider the special needs of veterans, retired persons and others seeking training for new careers.

23. The needs of senior citizens will be met in its program of continuing education.

24. Bowie will survey and assess the adequacy of its academic programs, physical facilities, and administrative services to serve all of its students. The results of this evaluation will be transmitted to the Multi-Racial Coordinating Committee, and forwarded by the Committee with recommendations to the President.

II. Employment Composition

In 1972, 54.4% of the full and part-time faculty were black; 39.6% white and 6% other. The racial composition of the faculty was thus multi-racial and distributed similar to student composition, Other personnel were not as well distributed: a problem which the action plan will address.

Action Plan for Employment Opportunity

1. To preserve the excellent balance that the College has already achieved in the racial composition of its faculty and the professional staff, the College will continue to identify bright, young, black and white graduates for appointment at Bowie State College as visiting instructors. It is expected that these persons will be assisted to pursue graduate work, thereafter to be placed as faculty members in the state college system.

2. In recommending appointments of faculty and staff to the Board of Trustees, the President will be required to put the burden of proof on departmental and unit heads to document the fact that active and imaginative steps have been taken to recruit qualified "other-race" personnel. Each department of Bowie will set its

own employment goals in consultation with the Multi-Racial Coordinating Committee. In addition, departments will receive assistance from the Multi-Racial Coordinating Committee with evaluating their hiring, promotions and salary procedures and with making modifications necessary in light of Bowie's Desegregation Plan. Recommendations based on the results of these evaluations will be reported to the Multi-Racial Coordinating Committee.

3. The dearth of well qualified black secretaries is a problem the College will address by continuing to promote secretarial training programs.

4. The concentration of Blacks in the service work, housekeeping and similar occupations is a problem the College will address by more aggressively seeking Whites for positions in these areas.

5. A stepped-up recruitment program will be implemented to identify more developed, qualified Blacks so that the College might break the concentration of one-race membership in selected departments, a condition that currently prevails at the College.

6. The College will seek to exchange on a semester or academic year basis one or two of its outstanding black professors for outstanding white professors from other institutions.

Financial Aid

1. Bowie State College has agressively sought financial aid for its students. It will continue to do so. The College will make use of the Other Race Grant Program to assure that needy white students have an opportunity to study at Bowie State College.

2. The Director of Financial Aid will submit a report of status, progress, and recommendations to the President for review in light of Bowie's Desegregation Plan. In turn, the President will transmit the report to the Segment Board, and then to the Maryland Council for Higher Education.

3. Efforts will be made to ensure that there are "other-race" personnel on the Financial Aid staff.

Administrative Coordination

1. The College will immediately appoint a multi-racial task force to refine and amplify, where necessary, the college's desegregation plan.

2. The task force will carefully study the statewide desegregation plan, as well as the desegregation plans of each segment and each institution.

3. The task force will carefully review the research developed by scholars and groups such as The Institute for Services to Education concerning, in particular, integration problems arising in institutions such as Bowie in which significant percentages of whites are attracted to an institution which historically was Black.

4. Bowie will establish a Multi-Racial Coordinating Committee to assume desegregation and affirmative action functions. Leadership of the Committee will be identified and specified as accountable for directing Committee activities and responsible directly to the President. This office will also be responsible for making reports and recommendations to the President, who in turn will synthesize and transmit the reports to Bowie's Segment Board, for review and forwarding to the Maryland Council for Higher Education. Budgetary support will be provided by Bowie for the operation of the desegregation/affirmative action office.

5. Selected persons of the task force or from the College are expected to visit other institutions such as Delaware State, Cheyney, Bluefield, West Virginia State, Lincoln University in Missouri, Central State, and Chicago State which have experienced patterns of integration similar to that at Bowie State College.

6. The task force will sponsor conferences with representatives from research groups, institutions similar to Bowie, and from groups having extreme views concerning desegregation issues. The aim would be to identify concepts that assure continued harmonious integration at Bowie and make of Bowie a model that could be helpful to others.

7. The task force will work with faculty and student leadership in order to obtain involvement of the entire College in this many-faceted plan.

8. The College will revitalize, reconstitute and possibly re-identify its Integration Office.

9. It is expected that the Integration Office will be directly responsible to the Assistant to the President.

Program Coordination

1. Bowie State College will identify fifty students of both races with outstanding potential. Flexibility will be built into their schedules so that they may participate in programs at other institutions.

2. Bowie State College's Upward Bound Program could be opened up, particularly during the summer, to students from other colleges. The physical details of this cooperative arrangement could be worked out.

3. Bowie State College expects to develop excellence in at least two centers -- The Center for the Development of Human Services and The Center for Continuing Education. These centers of excellence would cooperate with other institutions.

4. Bowie will implement a reciprocal credit system for those students wishing to enroll in courses offered by any of the State Colleges.

5. Bowie will contribute efforts toward the establishment of transportation systems among area colleges located in geographic proximity to make it possible for students to leave their home campuses and pursue courses at other institutions.

6. Departmental chairpersons, academic advisors, and counselors will make available to students at each State College listings of available courses and program offerings at other State Colleges.

7. Bowie will develop and implement faculty exchange programs with other State higher educational institutions and with Baltimore/Washington metropolitan area public school systems.

8. Bowie State College will cooperate in joint efforts in educational technology to develop programs that cross campus lines and are availalbe to students of all races.

9. Bowie State College will expand its cooperative programs with the University of Maryland College Park campus in appropriate areas.

10. Bowie State College will cooperate with the professional schools of the University of Maryland and with the Law School of the University of Baltimore, with the view toward increasing the numbers of qualified minority students enrolled and sustained in these professional schools.

Programmatic Goals

1. Bowie will take specific actions to increase the "state pool" of qualified minority candidates. Promising minority graduates who have an interest in and potential for joining faculties and professional staffs of the State Colleges will be identified. Names of such graduates will be forwarded to the Maryland Council for Higher Education as part of the regular desegregation monitoring and reportage system, and will be shared with the affirmative action offices (MRCC's) of the State Colleges.

Monitoring Mechanisms

1. Bowie State College will establish records to identify students and all personnel by race. This will be for statistical purposes only.

2. The Assistant to the President will be directly responsible to the President for receiving reports charting the College's progress toward desegregation.

3. The Assistant to the President will be responsible for obtaining reports from the College's Integration Office that must be submitted to appropriate officials in the State charged with monitoring the desegregation of all institutions.

4. The Assistant to the President working with the multi-racial task force will assess the impact of racial composition and other changes upon the college environments, constituencies and objectives.

5. The Multi-Racial Coordinating Committee will coordinate reports from the appropriate offices on campus, and will submit an annual report to the President. From the President's Office, this report will be forwarded in turn to the Segment Board, the Maryland Council for Higher Education, and finally the Governor and the State Legislature.

February 1974

DESEGREGATION PLAN
FOR
COPPIN STATE COLLEGE

I. INTRODUCTION

THE COPPIN STATE COLLEGE POSITION ON THE MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POST-SECONDARY EDUCATION INSTITUTIONS IN THE STATE is an unqualified expression of the college's commitment to provide equal educational opportunity for all students and equal employment opportunity to faculty, administrators and staff irrespective of any conditions requiring compliance with Federal regulations. It is rather seen as a mechanism for correcting an anachronistic practice of survival which has no place in quality higher education.

Coppin State College's commitment is predicated on the premise that equal opportunity in education is incongruent with systematic exclusion, covert and overt discrimination and racial dualism that cannot be remedied in concert with parity, shared power, equity and essential fairness by a posture of inaction. Its position, consequently, is that direct and affirmative action to eliminate inequities resulting from discriminatory practices in the past is clearly mandated. Coppin State College's commitment is also predicated on the understanding that the Board of Trustees of the State Colleges will continue its recent policy of giving special attention to the need to repair historical deficiencies in the provision of resources to Coppin State College.

Coppin's position is congruent with the principle of equality of opportunity for all citizens of the State as expressed in the Board's Policy Statement of May 5, 1969:

> The Board of Trustees of the Maryland State Colleges, being fully committed to the general principle of achieving a more representative racial balance among the six colleges under its jurisdiction, declares that the specific courses of action as outlined in this Policy Directive be implemented by the Maryland State Colleges in order to achieve this worthwhile goal. Meaningful integration must be accomplished for the benefit of all our citizens and for the betterment of higher education in the State of Maryland...

II. OBJECTIVES

The objectives of the Coppin State College Desegregation Plan are the following:

A. To attract "other-race" students to the programs, concentrations, and majors which constitute Coppin's programmatic orientation and thrust.

B. To devise action programs which attract "other-race" students, faculty and staff to the College.

C. To provide educational intervention programs for "other-race" students which recognize and attempt to overcome the legacy of compounded neglect resulting from educational dualism and which offer reasonable prospects that "other-race" students can pursue their educational goals successfully without sacrificing quality in programs.

D. To develop programs and activities which give appropriate emphasis to the contributions of minorities to modern civilization, but which are not divisive and polarizing.

E. To broaden the universe of college students rather that the fostering of competion for college-bound students.

III. STUDENT COMPOSITION

A. Goals

The broad goals of the college in regard to student recruitment are:

1. To remove educational, social, and financial barriers which in the past discouraged or denied "other-race" students the educational opportunities to which their status as members of the body politic entitled them.

2. To eliminate vestiges of former racial dualism in Maryland's public higher education institutions.

3. To increase the minority and other race presence on the campus, with particular emphasis on enhancing and not diminishing opportunities for Blacks as students, teachers, workers and decision makers throughout the system, to the extent that institutions formerly perceived as Black colleges or White colleges will be perceived simply as institutions of academic excellence.

4. To assure an expanded role for Blacks and other minorities in positions of educational leadership, such as trustees, presidents, deans, department heads and faculty members.

5. To improve opportunities for equal access to quality higher education.

B. Plan of Action

The plan to achieve the above goals should contain commitments, time tables and monitoring mechanisms based on shared power, equity, and essential fairness. It is predicated on the principle that the Chief Executive Officer of each of the individual colleges, community colleges, and the University System of Maryland is ultimately responsible for the implementation, smooth functioning and enforcement of the plan within their respective institutions. Hence, admissions officers, integration coordinators, and integration counselors are only their emissaries. These administrators function as logical extensions of the Chief Administrative Officer's Office. As a corollary, the full weight and authority of that office is behind this plan.

The Office of the President of Coppin State College will devise ways and means which should include the following mechanisms to implement the proposed desegregation plan:

1. To publicize and disseminate the objectives of the desegregation plan of the Maryland State Colleges.
2. To codify and compile all existing college efforts to enhance the recruitment of "other-race" students in a composite manual or a directive.
3. To appoint a committee representing a cross section of the administrative echelon, the faculty, the staff, and the student body to monitor "other-race" recruitment efforts.
4. To strive for natural rather than artificial integration through programmatic thrusts, taking full advantage of the principles of propinquity and reciprocity through collaborative arrangements with other institutions.
5. To strive for an academic excellence in all programs so as to attract "other-race" students through quality programs.

As the recruitment of "other race" students is contingent on time, effort, and money expended for this purpose, the college will pursue the following plan of action:

Student Composition:

1. Coppin will plan and implement programs designed to

maximize the retention of its minority and "other-race" student populations. In keeping with this purpose, attention will be paid to the expansion and diversification of curricular offerings, and to exploring new possibilities for obtaining financial assistance for minority and "other-race" students. In addition, Coppin will regularly evaluate all of its retention efforts making modifications as required to achieve its desegregation goals.

2. Coppin will develop diagnostic mechanisms to assess academic skill deficiencies of entering students. When deficiencies are identified, Coppin will develop supportive programs to increase the seccess potential of these students. These programs will be reviewed on an annual basis to ensure that they are meeting the students' expressed needs.
3. Expand its recruitment efforts by having multi-racial teams visiting high schools in all sections of the State.
4. Increase the support budget for the admissions and integration officers on the campus to allow for adequate travel, publicity, and cost effectiveness accountability.
5. Utilize "other-race" students in the recruitment process and pay them for their services.
6. Establish departmental recruitment goals and set up line items in the departmental budget for recruitment purposes.
7. Carefully assess the incidence of "other-race" enrollment by head count methods.
8. Establish a meaningful recruitment program in the high schools by conducting a two-week seminar for guidance counselors and other pupil personnel workers at Coppin College.
9. Review the current admissions policies and eliminate any barriers created as a result of the cultural differences existing among potential "other-race" students.
10. Evaluate admissions policies and assessment tools; e.g., scholastic aptitude tests, and other predictive instruments to determine their validity in admissions practices.
11. Develop relevant programs which are designed to attract "other-race" students.

12. Seek Federal and State funds for setting up human relations workshops designed to discuss in depth the problems of racism in American life, and the State and municipal policies to develop coping strategies.

13. Seek to broaden the scope and increase the diversity of its programs.

In the recruitment of "other-race" students, the college will set up site visits to community colleges and high schools throughout the State. A list of high school guidance counselors and other pupil personnel workers will be compiled by the Admissions Office. Catalogs, flyers and other forms of program descriptions will be circulated to students through the school guidance and pupil personnel workers. Career aid activities will be coordinated through these secondary school professionals.

Coppin State College has developed several interdisciplinary programs and majors which lead to Baccalaureate degrees. Students who have obtained the Associate of Arts degree in one of the several community colleges throughout the State of Maryland are eligible for these programs. Included in the programs are Criminal Justice, Housing, Management Science, and Paramedical and Health Management courses. These interdisciplinary programs have attracted students graduating from the community colleges. As the students from the community colleges, with the exception of the Community College of Baltimore, are predominantly White and suburbanite, these programs have markedly changed the racial complexion of Coppin's student body. It is envisioned that vertical and horizontal development of these programs as well as the addition of other similarly conceived programs will enhance the integration efforts of the college.

IV. EMPLOYMENT OF ADMINISTRATIVE OFFICIALS, FACULTY AND STAFF

Coppin's plan for desegregation of the colleges within the State of Maryland College System is predicated on several subsumptions.

Firstly, the employment projections for administrators, faculty members and classified employees should reflect proportionately the ethnic composition of the student body. During the academic year 1972-1973, Coppin had a total of 1,960 students of whom 1,831 or 93.4 percent were Black. At the same time, the college had 189 full-time and part-time faculty members of whom 122 or 67 percent were Black.

Secondly, the revised enrollment projections for 1980 are presumed to represent a steady, even growth. This growth, when averaged out, presupposes an average of 146 students per year. Currently, there is one faculty member for every eleven students. It may well be that these figures may change because of technological advances and innovations in education. However, they represent at the present time the best indices we have for predicting further manpower needs.

There is presently one administrator for every 61 students. Forty-nine of these administrators are Black. Hence, if the college administration is to be a representative of the larger college community, the Black administrative staff would grow only by one percent between the years 1972 and 1980. This computation is also based on the postulation that the ratio of administrators to students will remain constant over these years.

During the school year, 1972-1973, there were 119 classified personnel workers. Of these staff members, 105 or 88 percent were Black. In employment categories, this area represented the only personnel section wherein the percentage of Black workers would be expected to decrease. A one percent yearly decrease, from 88 percent in the school year 1972-1973 to 80 percent in school year 1980-1981, is anticipated.

The under-graduate student body for the school year 1972-1973 was made up of 1,960 students. Of these students, 1,831 or 93.4 percent were Black; conversely 6.6 percent were White. By the school year 1980-1981, it is anticipated that Coppin will have 3,022 under-graduate students. The integration goal set for that year is a student body comprising 80 percent black students. Consequently, a growth rate of 1.7 percent in terms of "other-race" students is projected. If these guidelines are followed, commensurate progress can be made in eliminating racial identifiability of this State college. Moreover, the progressive transition outlined above will not adversely affect the employment opportunities afforded by the State of Maryland College System to Black professionals.

The college President as the chief academic officer, must take the initiative for assuring that a large degree of integration among faculty, staff and student body takes place. The responsibilities for integration cannot be delegated to subordinates in their entirety. It is also incumbent on the President to set the climate for making minority students feel welcome on his campus.

He is to insure that the integration problem solving mechanism operates at optimal efficiency. It is imperative that he sets up an atmosphere wherein racial problems can be discussed openly and candidly and resolved from the standpoint of shared power and parity.

Coppin will establish a Multi-Racial Coordinating Committee to assume desegregation and affirmative action functions. Leadership of the Committee will be identified and specified as accountable for directing Committee activities and responsible directly to the President. This office will also be responsible for making reports and recommendations to the President, who in turn will synthesize and transmit the reports to Coppin's Segment Board for review and forwarding to the Maryland Council for Higher Education. The Multi-Racial Coordinating Committee's budget recommendations will be reviewed by the President, and budget support will be provided by this officer for the operation of Coppin's desegregation/affirmative action office.

Each department of the institution will set its own employment goals in consultation with the Multi-Racial Coordinating Committee. In addition, departments will receive assistance from the Multi-Racial Coordinating Committee with evaluating their hiring, promotions, and salary procedures and making modifications necessary in light of the institution's Desegregation Plan. Recommendations based on the results of these evaluations will be reported to the Multi-Racial Coordinating Committee.

V. FINANCIAL AID

A large proportion of students are attending this institution, with the support of Federal aid. This is particularly true in the area of graduate studies. The Basic Economic Grant recently instituted by the U.S. Office of Education may, however, have a deleterious effect on integration. Simply put, this aid will come directly to the student and will release him from the necessity of dealing with an individual college. As a result, partidipation of "other-race" students might diminish.

It appears that Other Race Grant Program, although in operation, has not been sufficiently publicized. A number of freshman students who were recently interviewed indicated that they had no knowledge about such a program. It is safe to predict that with the increased tuition cost compounded with other increases in the cost of living will make this program more attractive to minorities.

The college will set up committees and designate individuals who would have the responsibility for exploring private sources of aid. The availability of financial support will, no doubt, attract disadvantaged Whites to this inner city college.

The Director of Financial Aid will submit a report of status, progress, and recommendations to the Multi-Racial Coordinating Committee, which will in turn report to the President for review in light of Coppin's Desegregation Plan. In turn, the President will transmit the report to the Segment Board, and then to the Maryland Council for Higher Education. Efforts will be made to ensure that there are "other-race" personnel on the Financial Aid Staff.

VI. PROGRAM COORDINATION

Guidelines will be developed for coordinating programs among the State Colleges. These should include the following:

1. Transportation systems will be developed between area colleges located in close geographic proximity to make it possible for students to leave their home campuses and pursue courses at other institutions.

2. Mechanisms will be developed to coordinate program offerings among the colleges with joint faculty appointments for the staffing of these programs.

3. Departmental chairpersons, academic advisors, and counselors will make available to students at each State college listings of available courses and program offerings at the other State colleges.

4. Students enrolled at any of the State colleges will be able to pursue courses at any other State college with the credit automatically accepted at the home institution.

5. Coppin will develop and implement faculty exchange programs with other State higher educational institutions and with Baltimore/Washington metropolitan area public school systems.

6. Coppin State College will cooperate with the professional schools of the University of Maryland and with the Law School of the University of Baltimore with the view towards increasing the numbers of qualified minority students enrolled and retained in these professional schools.

VII. PROGRAMMATIC GOALS

Coppin will take specific actions to increase the "state pool" of qualified minority candidates. Promising minority graduates who have an interest in and potential for joining faculties and professional staffs of the State Colleges will be identified. Names of such graduates will be forwarded to the Maryland Council for Higher Education as part of the regular desegregation monitoring and reportage system, and will be shared with the affirmative action offices (MRCC's) of the State Colleges.

VIII. MONITORING MECHANISMS

The President will appoint a multi-racial coordinating committee consisting of students, faculty, and administrators. The integration coordinator will serve as an ex-officio member of this committee. The coordinating committee will elect its chairperson.

The coordination of all programs and policies related to the recruitment and retention of "other-race" students at Coppin will be the responsibility of the campus multi-racial coordinaating committee. This committee will be responsible to the President of the college.

The departmental chairpersons and the academic deans will coordinate all activities within their designated areas relating to the "other-race" students and will provide program information, operations procedures, progress briefs, and other pertinent data to the multi-racial coordinating committee.

Both academic and non-academic grievances will be handled through normal college channels. If any grievance has racial overtones, the person having the grievance may present his case directly to the multi-racial coordinating committee. This committee will make a recommendation to the President.

The campus Desegregation Plan will be evaluated annually by the multi-racial coordinating committee. This committee will conduct an annual audit of the effectiveness of academic support and other retention programs, and submit written reports to the President on evaluations and recommendations regarding necessary modifications or improvements of the plan.

Final responsibility for implementation of the campus Desegregation Plan will rest with the President. On a yearly basis, the President will review the plan and analyze both efforts and progress made toward meeting the institution's goals. The President will submit an annual synthesized report to the Board of Trustees of the State Colleges who will, in turn, forward it to the Maryland Council for Higher Education.

DESEGREGATION PLAN
FOR
FROSTBURG STATE COLLEGE

I. INSTITUTIONAL OBJECTIVES

The objectives of Frostburg State College with respect to racial desegregation are, beyond those of the Board of Trustees itself as follows:

1. To make available to racial and ethnic minorities all programs, activities, and facilities which constitute the College's total effort on a nondiscriminatory basis.

2. To undertake affirmative programs of action to attract minority students, faculty, and staff to the College.

3. To provide educational opportunity and programs for minority students in a manner which recognizes and attempts to overcome educational disadvantage, and which offers reasonable prospects that serious and basically qualified minority students can pursue their educational goals successfully at Frostburg.

4. To develop programs and activities which give appropriate emphasis to the contributions of minorities to modern civilization, but which also foster constructive and harmonious interaction of students, faculty, staff, and community regardless of race.

II. STUDENT COMPOSITION

A. Plan of Action

1. Recruitment - Recruitment procedures will involve intensive recruiting through visiting high schools in all sections of the State, with particular emphasis on metropolitan Baltimore and also in Washington, D. C. Whenever possible, "other-race" students enrolled at the College will be used to recruit prospective students. Plans will be made to bring groups of students, by bus, to the campus from various high schools in the Baltimore area for one-day visits to the campus. These groups of students will come from the predominantly black high schools and will be accompanied by high school counselors. The target groups will be high school juniors. There

should be three such groups during each academic year, with every effort being made to tap each predominantly black high school over a period of two or three years.

Every effort will be made to tap resources through which prospective students who have been out of high school for one or two years may be recruited. In many instances, such high school graduates who have not enrolled in any college up to that point are seeking means to enroll in a college to further their education. Quite often they prove to be our most motivated students.

Recruiting efforts will also be focused on the state community colleges. Information brochures which explain transfer procedures have been developed.

Ads will be run in newspapers that circulate in the black communities of Maryland--at least two per year. News items about "other-race" students will be submitted more frequently to these newspapers. The College will develop a brochure with the aid of "other-race" staff and students, which will give a view of the College from the black perspective. These brochures will be attractive and will be widely circulated.

Further, the College's recruiting efforts will include the following:

Letters will be sent to high school students who have been referred to Frostburg; scholarship agencies will be contacted in person and by mail.

The College catalog and other recruiting publications will show a greater representation of "other-race" students than in previous years.

Alumni are being encouraged and are, indeed, recruiting for their alma mater.

Graduate level--there will be active recruitment of "other-race" graduate students from all feasible sources.

A new Developmental Scholar program will be developed to provide high potential minority students with non-standard credentials the opportunity to pursue graduate studies. Students accepted into the program will receive appropriate developmental assistance to maximize their prospects for success

We shall hope to make Frostburg financially less difficult and educationally more attractive to the "other-race" students through appropriate financial assistance and programmatic and environmental change.

Special efforts through contact and publicity will be made to inform high school counselors and students about financial assistance procedures, required tests and general academic requirements.

Special audio-visual aids will be developed to facilitate recruitment efforts.

2. Admissions - Students who apply will be admitted on the basis of the student's record and recommendations of counselors, etc. Judgment will be made concerning the student's chances for success in the regular or academic program or in a Special Program, or a combination of both. The Black Admissions Counselor will give direction to this process. Details of placement in a specific curriculum--testing, etc., will have to be worked out. Also, flexibility for admission has to be exercised for transfer students who seek readmission if they associate themselves with the Special Services for tutoring and other help.

3. Financial Assistance -- Since Frostburg is a residential college, the need for financial assistance to most "other-race" students is greater than at commuters' colleges. This will have to be taken into consideration when allocations are made for Other-Race Grants.

   The Financial Aid office will make available financial aid resources other than the basic financial aid programs. The College will actively seek grant and foundation monies to provide additional financial assistance to "other-race" students.

4. Academic Support Services (Retention) - The College will continue efforts to build stronger support services for disadvantaged students. These services will be provided in several different forms.

   Frostburg will survey and assess the adequacy of its academic programs, physical facilities, and administrative services to serve all of its students. The results of this evaluation will be transmitted to the Multi-Racial Coordinating Committee, and forwarded by the Committee with recommendations, to the President.

The Office of Integration will be the center of advisement for all entering black students, beginning with the Summer Planning Conference during which entering freshmen plan their schedule of courses for the first semester. The Integration Office will work closely with all faculty and staff in the interest of building a program for each individual student in which he can achieve some degree of success. Continual follow-up and contact with advisees and their instructors will take place so that students who have not initially been identified as needing broader supportive services can be directed to these services if it seems advisable.

Orientation processes, which begin formally during the Summer Planning Conference, will be ongoing for entering minority students as a group during their first semester of enrollment; for some individuals, a longer period of time may be involved. During the Summer Planning Conference, all "other-race" students will be given a special orientation by "other-race" staff members concerning the realities of being an "other-race" student on a predominantly white campus-- of living and working with white students--so that some tensions might be lessened.

Tutorial services will be conducted under the supervision of the Director of Special Instructional Programs. The Integration Office will work closely with the Director in the interest of expediently and efficiently getting students involved with support services.

The recently-awarded grant to the College from the Department of Health, Education and Welfare for the development of special services to inner-city and rural disadvantaged students will be the springboard for the planning and funding of much of the College's academic support services.

The Integration Office will continue to provide informal counseling and advisement to minority students.

5. Departmental Goals - Each instructional, administrative, and support unit of the College organization will establish stated objectives, both long-range and short-range, to relate unit activities to institutional objectives as defined above.

   Most of the above plans of action have been in practice at Frostburg for at least the past three years, although in varying degrees, as influenced by financial resources. It is expected that with adequate support, all of the above plans for recruitment will have been fully developed and/or expanded with the next two years.

B. Implementation

1. Responsibility - Responsibility for overseeing integration or desegregation programs and activities at the College has been and will continue to be placed in the hands of a high-level administrative officer reporting directly to the President of the College, or to an appropriate Vice-President under a projected administrative reorganization plan. Advisory responsibility to that administrative officer will be placed in a newly-formed, but probably continuing, Multi-Racial Coordinating Committee, composed of students, faculty, and staff drawn from both predominant and minority racial groups.

   Frostburg will establish a Multi-Racial Coordinating Committee to assume desegregation and affirmative action functions. Leadership of the Committee will be identified and specified as accountable for directing Committee activities and responsible directly to the President. This office will also be responsible for making reports and recommendations to the President, who in turn will synthesize and transmit the reports to Frostburg's Segment Board for review and forwarding to the Maryland Council for Higher Education. The Multi-Racial Coordinating Committee's budget recommendations will be reviewed by the President, and budget support will be provided by this officer for the operation of Frostburg's desegregation/affirmative action office.

2. Evaluation - The responsible administrative officer, in consultation with the Multi-Racial Coordinating Committee and with support offices elsewhere on campus, will devise and implement effective instruments for periodic and

continuing evaluation of all programs aimed to fulfill the objectives of the College as outlined in I. Such evaluative instruments will be related directly to system-wide and State-wide evaluative instruments as well.

III. EMPLOYMENT COMPOSITION

A. Plan of Action

1. Faculty Recruitment - Frostburg will need to recruit intensively for "other-race" faculty. The usual means of faculty recruitment will not suffice. One or two staff members will be designated to actively recruit, not only through announcements of positions to be filled being placed in the usual academic journals, etc., but also through communications with and travel to colleges and universities both in and out of Maryland for personal contact in the recruitment effort.

   Funds will be needed to support such efforts, not only for travel by designated persons from the campus but also to bring prospective faculty to the campus. (Here, also, is the need to increase "familiarity with the unknown.")

2. Current Availability--to be supplied by Board Office.

3. Departmental Goals - Frostburg will work toward the addition of at least two full-time "other-race" faculty per year until racial student-faculty ratio approximates general student-faculty ratio (e.g., if institutional student-faculty ratio is 18 to 1, and if minority student population is 200, minority faculty complement objective would be 11 as a minimum.) Departmental goals for instructional departments will be established consistent with these objectives. Administrative and support units will operate according to a similar principle, but in any event will operate according to specifically established objectives.

   Each department of Frostburg will set its own employment goals in consultation with the Multi-Racial Coordinating Committee. In addition, departments will receive assistance from the Multi-Racial Coordinating Committee with evaluating their hiring, promotions, and salary procedures and with making modifications necessary in light of Frostburg's Desegregation Plan. Recommendations based on the results of these evaluations will be reported to the Multi-Racial Coordinating Committee.

4. System Contracts or Joint Appointment - The proposed State Plan for the faculty development program includes an "other-race" prospective faculty tuition waiver. Under this plan, a graduate of a Maryland State College or the University of Maryland with a Bachelor's degree could sign a pledge to teach at a State College for a specified period of time after completing the Master's degree and/or the doctorate at a State institution. The plan might also be extended so that promising persons employed in Maryland, perhaps having completed or nearly completed a graduate-level degree, would be eligible for the program.

The Housing problem, at least at Frostburg, adds to the problems of recruiting "other-race" faculty and is a problem in general. College-owned housing facilities could help to alleviate this problem. The possibility of such a development will have to be explored with State officials.

B. Implementation (Specifics)

4. Responsibility - Responsibility will lie principally with the Vice-President and Dean of the College for instructional staff, and with other principal administrative officers consistent with their responsibilities under the College's Table of Organization. In all cases, coordination of efforts to implement specific objectives will occur between these principal administrative officers, the principal administrative officer in the area of minority affairs, and the Multi-Racial Coordinating Committee.

Same format for Administrators and Staff

IV. FINANCIAL AID

A. Plan of Action

1. Federal Aid - Frostburg State College has been, in the

past, relatively unsuccessful in qualifying for available Federal funds directed for the benefit of minority groups. The reason appears to be largely because Frostburg is predominantly white, predominantly middle class, and is a four-year institution--thereby disqualifying it from eligibility for Developing Institutions Grants. However, the College, in 1974 succeeded in securing its first Student Special Services Grant for the development of educational programs for inner-city and rural disadvantaged students. The College will augment its attempts to secure additional grants of this type.

2. Other-Race Grant Programs - Reference is made elsewhere to the fact that Frostburg State College, as a predominantly residential and somewhat remote institution, imposes a heavier financial obligation on students attending from the metropolitan area. Accordingly, the College will press for appropriate recognition of the cost differential for students in the system-wide award of O.R.G.P. funds.

3. Senatorial and other State Scholarships - The College will work aggressively with State officials who are in a position to make such scholarship funds available to minority students attending Frostburg.

4. Institutional Aid - The College will attempt to augment currently available funds from private sources, from the Frostburg State College Foundation, Incorporated, and from any other available sources in order to maximize the availability of financial aid to minority students as well as to others.

B. Implementation

1. Responsibility - Responsibility for meeting these objectives will rest jointly with the principal administrative officer in the area of minority affairs and with the Office of Financial Aid and Placement. Efforts will be made to ensure that there are "other-race" personnel on the Financial Aid staff, sensitive to the special financial needs of students from low income families, to prevent their being denied higher educational opportunity because of economic conditions.

2. Evaluation - Specific methods of evaluation will be developed jointly by the administrative offices referred to above. The Director of Financial Aid will submit a report of status, progress, and recommendations to the Multi-Racial Coordinating Committee, which will in turn report to the President for review in light of Frostburg's Desegregation Plan. In turn, the President will transmit the report to the Segment Board, and then to the Maryland Council for Higher Education.

V. ADMINISTRATIVE AND PROGRAM COORDINATION AND SPECIALTY AREAS

A. Academic Specialization

1. Plan of Action

   a. Institution--Frostburg State College: Planning and coordination of academic specialization will, of course, have to occur at the system-wide level.

   b. Frostburg will develop and implement faculty exchange programs with other State higher educational institutions and with Baltimore/Washington area public school systems.

   c. Course offering on other campuses: Through the operation of the Cooperative Education Program of the State Colleges, and through independent initiatives at Frostburg and at sister institutions, efforts will be undertaken to increase multilateral student traffic among the State colleges offering programs which serve the needs of minority students. The College will press for a more flexible system of transfer among colleges, emulating a model which would have the effect of allowing a student to attend any or several of the State colleges as though he were attending only one of them for purposes of degree completion.

   d. Frostburg will cooperate with the professional schools of the University of Maryland and with the Law School of U. of B., with the aim of increasing the numbers of qualified minority students enrolled and sustained in these professional schools.

2. Implementation

   a. Responsibility - Responsibility will be vested principally in the President of the College, in consultation with his principal administrative officers and department heads in the areas concerned, and the President will request, during the 1973-74 academic year, that specific plans be developed for increasing the flexibility referred to above.

   b. Evaluation - The Board of Trustees will be requested to implement a methodology for appropriate evaluation of system-wide efforts to maximize the accessibility of programs in the system to all minority students.

B. Inter-Institutional Cooperation

1. Plan of Action

   a. Institutional participation (Planning)

Frostburg has virtually no "other-race" professional community to call upon for guest lecturers, performers, etc. The lack of frequent in-put from and contact with the black perspective on this level is one of the most glaring deficiencies of the integration process.

Funds allocated particularly for the purpose of bringing such people to the campus will be used for remuneration for classroom lecturers, academic and administrative departmental lecturers and consultants, lecturers for the "other-race" population, and campus-wide presentations and performances. Practically every academic department needs this kind of in-put. Teacher Education majors particularly need such experiences, on and off campus.

Frostburg will attempt to draw upon resources in the black communities in the Baltimore and District of Columbia areas, but it may be necessary to extend the reach even further. Hopefully, a plan can be worked out to include Frostburg, to some extent, in inter-institutional cooperative planning. Most specifically, a plan of faculty exchange needs to be implemented.

Attempts will be made to formulate a plan of action to implement faculty exchange. Through bringing lecturers to the campus on a one or two-day basis from other State colleges, hopefully the barriers which have kept Frostburg remote from the metropolitan colleges will begin to recede and a faculty exchange program will evolve.

In addition, Frostburg will cooperate with other State higher education institutions utilizing the expanded pool of qualified minority professionals which the latter produce, as a recruitment source from which to recruit and hire increased numbers of minority faculty.

b. Faculty mobility--See V.B.1.a, above.

c. Student mobility--See V.B.1.a, above.

d. Transportation--See V.B.1.a, above.

e. Publicizing program

The Board of Trustees will be requested to establish system-wide budgeting for appropriate publication of programs available on a system-wide and institutional basis.

f. Contributions to desegregation--Relevant contributions to racial desegregation and to the welfare of minority students and staff are explicit in V.B.1.a, above.

2. Implementation: a. Responsibility--See V.A.2.a.

b. Evaluation--See V.A.2.b.

C. Administrative Coordination - Administrative coordination of all college efforts, both specific and general, is both explicit and implicit elsewhere in this document.

VI. MONITORING MECHANISM

A. Plan of Action--See descriptions of administrative responsibility and activities of the Multi-Racial Coordinating Committee elsewhere in this document. Responsibility for implementing plans of action and for monitoring and evaluating those actions will rest within this machinery.

VII. PROGRAMMATIC GOALS

NOTE: Some parts of the material which follows are general projections generated by administrative officers responsible for the current integration program, and do not represent specific programs which have been developed and submitted for approval by appropriate college or Board of Trustees' authorities.

A. Academic Areas

1. Plan of Action

a. Compensatory and Retention Programs - Compensatory and retention programs have slowly been evolving at the College, but for the most part, students have had to rely on basic support services, when available.

The newly implemented structure of Freshmen English 101 provides for achievement of competency over an extended period of time with no grade penalty for failure to do so at the end of one semester. The implementation of similar structures in other disciplines will be forthcoming; planning and development of such structures will take place during 1973-74 and later under the grant from DHEW referred to above. There is particular need for the development of such programs in the fields of science and math.

The academic standards and policies of the College will have to undergo serious evaluation and re-evaluation until there emerges a set of equitable standards and policies which do not adversely affect disadvantaged students. This evaluation is presently under way.

b. Frostburg will take specific actions to increase the "state pool" of qualified minority candidates. Promising minority graduates who have an interest in and potential for joining faculties and professional staffs of the State Colleges will be identified. Names of such graduates will be forwarded to the Maryland Council for Higher Education as part of the regular desegregation monitoring and reportage system, and will be shared with the affirmative action offices (MRCC's) of the State Colleges.

B. Student Services

1. Plan of Action - The College will provide greater minority relevance in the environment, in the teaching, and in the programming of the College, and will provide a climate in which ethnic pride is encouraged to be a motivating force in the black student's quest for knowledge and skills.

   a. Recruitment (undergrad and grads) See II.E.I, above.

   b. Admission--See II.E.2, above.

   c. Financial Aid--See II.E.3, above.

   d. Extra-curriculary - All organizations of the College will move toward involvement in areas related to racial understanding and "other-race" student development. This is to be done by inviting "other-race" speakers, educators, musical groups, dance troupes, and other students to campus, and not limited to the Artist Series bringing these people to campus.

      In sports, the participation of "other-race" students and especially those who perform successfully will receive greater recognition and publicity.

   e. Housing - The College must work closely with the citizens of Frostburg in the promotion of an open housing campaign.

   f. Human Relations - A Human Relations Center, aimed at fostering an understanding, acceptance and appreciation of persons with racial differences will be developed. The Center would be a gallery of student affairs services designed to facilitate problem-solving in interpersonal and intergroup relation. Information, counseling, referral, consultation and follow-up are the basic services provided.

The Center will also generate a sense of awareness and serious commitment of persons in the College community to confront existing and critical problems and to engage in mutual problem-solving efforts.

g. Counseling - The Counseling Center will develop flexibility in its procedures in dealing with minority students so that the "other-race" students will feel more comfortable dealing with the Counseling Center and its staff.

h. Orientation--See II.E.4. Paragraph 3, above.

i. Advisement--See II.E.4. Paragraph 2, above.

DESEGREGATION PLAN

FOR

MORGAN STATE COLLEGE

I. OBJECTIVES

The objectives of Morgan State College with respect to desegregation will be consistent in theory and practice with the Maryland Statewide Desegregation Plan. The objectives of this institution are:

1. To provide equal educational and employment opportunities to all students, staff and faculty regardless of race, religion, sex or ethnic origin.
2. To promote an atmosphere conducive to the academic and personal success of all enrolled "other-race" students.
3. To achieve a representative distribution of "other-race" students in all areas of the college program which does not destroy the unique and pluralistic nature of this institution.
4. To aggressively and actively recruit "other-race" students through visitations, publicity campaigns, college brochures and involvement of faculty and students in the recruitment effort.
5. To promote the exchange of students and faculty among the Baltimore metropolitan colleges through cooperative and joint campus programs.
6. To develop and promote programs of academic specialization in cooperation with the State College system as a means to attract "other-race" students and faculty.
7. To monitor all aspects of the desegregation effort closely, providing for periodic evaluation and reorganization to ensure the ultimate success of these stated objectives by the establishment of a Multi-racial Coordinating Committee, operationally responsible to the President and having as a member of its body the Integration Coordinator.
8. Morgan State will emphasize:
    a) concern for the financial and academic reinforcement of its present minority student population;

b) concern for providing financial and academic support for its incoming "other-race" students; and

c) concern for raising the quality of its academic programs, physical facilities and administrative services for the benefit of all of its students. Morgan State's Plan will address each of these areas of concern.

II. STUDENT COMPOSITION

A. Plan of Action

It is the objective of this institution to provide equal educational opportunities, an enriching environment and all necessary recruitment and supportive services to achieve a more representative distribution of "other-race" students at the college. The achievements of the past will form the foundation for the accomplishment of these objectives. The following plan of action will be pursued:

1. Recruitment

We will intensify our recruitment efforts in all areas of the State with particular emphasis on community college recruitment. Teams of "other-race" students and faculty will be developed to assist the Admissions Office in this area. Faculty members will be encouraged to establish direct contact with corresponding disciplinary areas at community colleges and high schools to develop regular flows of information and students. Communication will be made specifically with high school and junior high school students, and adults.

Morgan will increase the support budget for the admissions and Multi-Racial Coordinating Committee officers to allow for adequate travel, publications, and recruiting efforts to bring prospective students to the campus.

Publicity campaigns will be developed through consultation with professional advertising agencies and radio television stations that will serve to emphasize our commitment to the overall objectives of desegregation in the State.

Concomitant with the publicity campaigns, all college publications will reflect the pluralistic nature of our institution and demonstrate our commitment to the recruitment and retention of "other-race" students at every level and in all program areas of the college. Additionally, a specific brochure will be developed for use in the recruitment of "other-race" students at high schools and community colleges, picturing "other-race" Morgan students and graduates.

Special activities and programs will be offered at the College featuring persons who have a broad appeal to the general public. On special occasions "other-race" students will also be invited to visit this campus with their parents and friends to receive admissions and financial aid information about Morgan State College.

2. Admissions

Morgan will examine admissions policies with the objective of eliminating any barriers created as a result of cultural differences of potential "other-race" students. The Admissions Office, through personal contacts by recruiters with students, will attempt to identify as many "other-race" applicants as possible. Lists of the identified students will be maintained and checked after each registration period to determine the "other-race" students enrolling that semester as well as the ones who are not enrolling. In addition, Morgan will evaluate assessment tools, i.e., standardized test scores and other predictive devices, to determine the validity of admissions procedures.

An annual survey of enrolled "other-race" students will be made to determine the factors acting upon the students' decisions to enroll. Such positive factors will be utilized in future recruitment and admissions procedures.

Follow-up will be made of accepted "other-race" students who did not enroll at the registration period specified on their admissions application to encourage them to enroll at a later date.

3. Financial Assistance

The Office of Financial Aid, with appropriate cooperation from all other college personnel, will strive to ensure that no academically qualified "other-race" students are denied educational opportunities due to lack of sufficient funds. All applicants are identified by race and careful attention is given to "other-race" applicants to provide them with access to all available federal, state and institutional funds with the same award criteria applicable to all students

This institution will continue to utilize all available "other-race" grant funds and will seek through all appropriate channels a substantial increase in future years. The names of all "other-race" students seeking information directly from the Office of Financial Aid will be provided the Integration Coordinator for follow-up with admissions information.

4. Academic Support Services (Retentions)

The College, through its freshman and transfer programs, will develop diagnostic mechamisms which will identify academic deficiencies, where they exist, for all of its students. Students will play a vital role in the determination of needed services and the evaluation of existing programs to ensure that needs of the students are being met.

Morgan will plan and implement programs designed to maximize the retention of its minority and"other-race" student populations. In keeping with this purpose, attention will be paid to the expansion and diversification of curricular offerings, and to exploring new possibilities for obtaining financial assistance for minority and "other-race" students. In addition, Morgan will regularly evaluate all of its retention efforts making modifications as required to achieve its desegregation goals.

Already enrolled students and especially incumbent "other-race" students will be polled immediately and contacted each semester thereafter to ascertain their academic satisfaction with the institutional programs. Wherein problems are identified, appropriate resolution of such problems will be a function performed on a regular and ongoing basis.

Tutorial assistance programs, utilizing "other-race" and Black students, will be established as needed to assist all students in achievement of their academic goals. Faculty members will be sought to assist "other-race" and Black students in the development of this program along with counselors from the College Counseling Center.

Morgan will survey and assess the adequacy of its academic programs, physical facilities, and administrative services to serve all of its students. The results of this evaluation will be transmitted to the Multi-Racial Coordinating Committee and forwarded by the Committee with recommendations, to the President.

5. Departmental Goals

Each department in the college will be requested to complete a study of students in their disciplinary areas to determine the degree of "other-race" participation. Based on these findings the departments will establish realistic levels of participation and enact recruitment and retention programs to achieve those levels.

B. Implementation

1. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the College and/or his designated officials.

2. Evaluation for the progress made in achievement of these polcies and objectives will be accomplished by an internal, annual report by each chairperson. These progress reports will be submitted to the appropriate Vice- resident as well as the Multi-Racial Coordinating Committee which will make final review and recommendations to the President.

III. EMPLOYMENT COMPOSITION (FACULTY, ADMINISTRATORS, STAFF)

A. Plan of Action

It is the objective of this institution to provide equal employment opportunities to all faculty, administrative and staff personnel based solely on qualifications, without regard to race, religion, sex or ethnic origin. This objective incorporates the principles of equal promotion and salary opportunities for all.

The following plan of action will be pursued with respect to the above objectives:

1. All persons who are contacted and/or interviewed for any faculty, administrator or classified position will be identified by race. The five most desirable persons for the available position will also be identified by race and their qualifications enumerated. The above information will be submitted to the appropriate person or committee for decision. Racial heterogeneity among the five most desirable candidates will be required of each department or unit to ensure the consideration of minority candidates for positions.

2. Pursuant to the achievement of a representative distribution of "other-race" faculty, administrators and staff in the institution each department and area head will determine the extent to which his area is under-represented by "other-race" personnel. Further, area and departmental goals will be sestablished on an annual basis and progress reports will be submitted to the Multi-racial Coordinating Committee. Each department of Morgan will set its won employment goals in consultation with the Multi-racial Coordinating Committee. In addition, departments will receive assistance from the Multi-racial Coordinating Committee with evaluating their hiring, promotions, and salary procedures and with making modifications necessary in light of Morgan's Desegregation Plan. Recommendations based on the results of these evaluations will be reported to the Multi-racial Coordinating Committee.

3. All "other-race" applicants for positions where no vacancies exist will be referred to the designated employment officer at the other State colleges where the applicant would be in the racial minority. An internal record will be maintained for future reference in the event of position vacancies.

4. The College will advertise widely and recruit agressively to ensure that every practicable resource for desirable "other-race" applicants for available positions has been tapped.

5. The College will encourage the development of and cooperate fully in the operation of a policy of joint appointment of faculty within the State college and university systems.

B. Implementation

1. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the College and/or his designated officials.

2. Evaluation of the progress toward achievement of these objectives will be accomplished by the submission of an annual progress report compiled by each designated administrator or department head. These reports will be submitted to the Multi-racial Coordinating Committee which will review and synthesize them, making recommendations to the President. The President will then transmit the report as amended to the segment board. The segment board will, in turn, forward the report to the Maryland Council for Higher Education.

IV. FINANCIAL AID

A. Plan of Action

It has been and will continue to be the policy of Morgan State College to provide all services and program information to all students without regard to race, religion, sex or ethnic origin. The College and its designated officials will administer all federal, state and institutional financial assistance programs within the framework of corresponding regulations and in compliance with all legal requirements.

All applicants for financial assistance will be idmtified by race and care will be taken to ensure that persons identified as "other-race" will be considered for all federal, state and institutional programs. Eligibility for award consideration will be based on the established guidelines as set forth by the appropriate agency issuing the funds.

The following actions will be taken by the college and its designated administrators:

1. Federal aid to students at Morgan will be awarded soley on the basis of timeliness of the application and current federal guidelines. Federal funds will be packaged, where necessary, with other forms of aid to meet the demonstrated need of students as closely as possible.

2. The "Other-Race" Grant Program has been most effective in increasing the enrollment of "other-race" students at this institution. The College will encourage the State to massively increase funding in this area.

3. Through cooperation with the Admissions Office, information about the availability of O.R.G.P. funds and the eligibility criteria for the program will be disseminated throughout the State. Every attempt will be made to inform and encourage all "other-race" students to apply for all other forms of State scholarships which may be available as well.

4. The massive development of institutional funds for use as financial assistance to students will be a priority item of the College. With the dwindling federal aid situation and increasing tuition and fee costs, this measure is deemed wholly appropriate and necessary.

B. Implementation

1. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the College and/or his designated officials.

2. Evaluation of the efforts made toward attainment of these objectives will be made through an annual progress report compiled by the Director of Financial Aid. This report will be submitted to the Multiracial Coordinating Committee for review and recommendations to the President. In turn, the President will transmit the report to the Segment Board and then to the Maryland Council for Higher Education.

V. ADMINISTRATIVE AND PROGRAM COORDINATION AND SPECIALITY AREAS

A. Academic Specialization

1. Plan of Action

a. Academic specialization in the undergraduate program at Morgan includes the following degree offerings: Community Mental Health, Home Economics, Science Education, Secretarial Science and Urban Studies. The presence of each of these program areas on our campus will be publicized widely throughout the State. Counselors in high schools and community colleges and faculty at other institutions of higher education will be invited to visit the campus to observe, first-hand, the curriculum and facilities available to students enrolled in these speciality areas.

b. In addition to publicizing the academic speciality areas, the College will encourage the development of a system of joint faculty appointments among the State Colleges, particularly Towson, Coppin, Morgan and the University of Maryland Baltimore County.

Further, each departmental chairperson at this institution will be encouraged to make available to students a list of courses offered at other State Colleges.

c. It is the goal of these policies to encourage students to select a college on the basis of academic program offerings rather than the racial composition of the college.

B. Inter-Institutional Cooperation

1. Plan of Action

a. Morgan State College is committed to the philosophy of inter-institutional cooperation as a means of furthering desegregation of the system of higher education in Maryland. Demonstrative of this commitment in the past has been our participation in the cooperative education programs still existing. This institution is also formulating a cooperative student exchange program involving the University of Maryland College Park.

b. The College will develop a policy of joint appointment of faculty to encourage and promote the exchange of "other-race" faculty throughout the system.

c. In order to encourage student mobility within the State college system, the College will follow a policy of accepting all credit for course work completed at another State institution as if the course were offered at the home institution.

The departmental chairpersons in each program area will make available to students lists of course offerings at other institutions and encourage student exchange.

The College, in cooperation with other State Colleges, will develop a common calendar to facilitate the exchange of faculty and students.

d. This institution will encourage and participate in the development of a system of transportation designed to facilitate the exchange of students between the various campuses in the Baltimore metropolitan area.

e. Publicity of the student and faculty mobility programs will be carried out within the college community through departmental notices and pamphlets. A brochure describing all the program options will be developed for distribution on campus as well as to prospective students and faculty. Included in general recruitment material and mass media advertisements will be an explanation of the opportunities for student and faculty mobility.

f. The objective of the aforementioned policy actions is to expose both faculty and students to broader educational opportunities and learning experiences in the hope that students will be attracted to "other-race" colleges by having contact with faculty and students from those colleges.

g. Morgan State College will cooperate with the professional schools of the University of Maryland and with the Law School of the University of Baltimore with the view toward increasing the numbers of qualified minority students enrolled and sustained in these professional schools. Progress toward these inter-institutional arrangements will be evident during the current academic year.

2. Implementation

a. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the College and/or his designated officials.

b. The Vice President and Dean of the College of Arts and Sciences will prepare an annual report outlining progress and submit this report to the Multi-racial Coordinating Committee for review and recommendations to the President. The President will then transmit the substance of the report to the segment board who will, in turn, forward it to the Maryland Council for Higher Education.

C. Administrative Cooperation

1. Plan of Action

In order that the preceding policies and objectives may become effective and viable programs developed among the various State Colleges, this institution will establish an Academic and Inter-Institutional Coordinating Committee.

a. The purpose of this committee will be to serve as the point of contact for program development among the colleges with respect to the objectives listed in this section.

b. The function of this body will be one of planning, development, and dissemination of information about the adoption of new or changed policies.

c. The committee will be responsible for the appropriate and timely development and introduction of new policies under the direction of the Vice-President and Dean of the College of Arts and Sciences and in cooperation with the person or persons coordinating such cooperative education and faculty exchange programs at the other State Colleges involved.

d. The committee will be an integral part of the system-wide body which should be established to ensure that the objectives and policies set forth in this section are implemented.

2. Implementation

a. The Vice-President and Dean of the College of Arts and Sciences will select appropriate faculty and administrators to serve as members of the Academic and Inter-Institutional Coordinating Committee. The Academic and Inter-Institutional Coordinating Committee will work in consultation with the Multi-racial Coordinating Committee.

b. The Academic and Inter-Institutional Coordinating Committee and the Vice-President will prepare and submit an annual report to the Multi-racial Coordinating Committee for review and recommendations to the President. The President will then transmit the substance of the report to the segment board who will, in turn, forward it to the Maryland Council for Higher Education.

VI. MONITORING MECHANISM

A. Plan of Action

1. The implementation of all programs and policies relating to the Desegregation Plan of Morgan State College will be the responsibility of the President of the College and/or his designated officials.

The Multi-racial Coordinating Committee will be appointed by the President and will be operationally responsible directly to the President. Necessary authority to ensure implementation of the Morgan Desegregation Plan will be given the Multi-racial Coordinating Committee as deemed appropriate by the President.

2. The College will review and evaluate the existing mechanisms for processing faculty, staff and student grievances to ensure the enforcement of non-discriminatory practices and policies.

Faculty, staff and students will be encouraged to process all grievances through these existing college channels. Should resolution of the grievance not be forthcoming, the concerned party will be instructed that he may present his grievance directly to the Multi-racial Coordinating Committee.

B. Implementation

1. The President will be ultimately responsible for the implementation of the Morgan Desegregation Plan. The President will appoint the Multi-racial Coordinating Committee which will serve as the college-wide monitoring agent.

2. The Multi-racial Coordinating Committee will assume desegregation and affirmative action functions. Leadership of the Committee will be identified and specified as accountable for directing Committee activities and responsible directly to the President. This office will also be responsible for making reports and recommendations to the President, who in turn will synthesize and transmit the reports to Morgan's Segment Board for review and forwarding to the Maryland Council for Higher Education. The Multi-racial Coordinating Committee's budget recommendations will be reviewed by the President, and budget support will be provided by this officer for the operation of Morgan's desegregation/affirmative action office.

3. The Committee will submit an annual report to the President with recommendations and outlining efforts and progress made by the College toward achievement of the objectives and goals of compliance with federal regulations regarding the recruitment, enrollment and retention of "other-race" faculty, staff and students.

VII. PROGRAMMATIC GOALS

Morgan State College is committed to the implementation of short-range and long-range programs designed to maximize the effect of the Desegregation Plan on our enrollment and retention of "other-race" students, faculty and staff.

A. Academic Areas

1. Plan of Action

Programmatic goals which the College intends to achieve in the academic area are:

a. To develop mechanisms to identify the retention programs necessary to ensure the academic success of "other-race" students, to implement these programs and review them periodically.

b. To provide academic advising and guidance to "other-race" students on a non-discriminatory basis.

c. To provide a variety of curriculum offerings designed to enlighten all students to the contributions to and achievements of minorities in modern civilization while reflecting the positive aspects of a multi-racial and pluralistic society.

d. To encourage the adoption of a policy of joint appointment of faculty among the State Colleges and to encourage the active participation of our faculty in such a program.

e. To publicize the departmental specialty areas of the College in order to encourage students to select a college on the basis of program offerings, regardless of the racial composition of the college.

f. Morgan will take specific actions to increase the "state pool" of qualified minority candidates. Promising minority graduates who have an interest in and potential for joining faculties and professional staffs of the State Colleges will be identified. Names of such graduates will be forwarded to the Maryland Council for Higher Education as part of the regular desegregation monitoring and reportage system, and will be shared with the affirmative action offices (MRCC's) of the State Colleges.

2. Implementation

a. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the College and/or his designated officials.

b. The Vice-President and Dean of the College of Arts and Sciences and his designated officials will prepare an annual audit of the progress toward these goals to be submitted to the Multi-Racial Coordinating Committee for review and recommendations to the President.

B. Student Services

1. Plan of Action

Programmatic goals which the College intends to achieve in the area of students services are:

a. To intensify agressive and comprehensive recruitment throughout the State in high schools, community colleges and all other appropriate locations to attract "other-race" students.

b. To evaluate, simplify and improve the efficiency of our admissions procedure and to institute policies which will facilitate the ease of movement of students within the system of higher education of the State.

c. To provide service and information, and administer all forms of state, federal, and institutional financial assistance to all students in accordance with corresponding legal requirements to ensure that "other-race" students are given equal opportunities for financial aid.

d. To ensure that all students are permitted to participate in any and all extra-curricular activities under the aegis of the College and that their participation will be encouraged and supported at all levels of the College.

e. To provide adequate and acceptable on-campus and off-campus housing to "other-race" students on a non-discriminatory basis.

f. To foster programs designed to encourage the exchange of ideas and impressions among "other-race" students, faculty and staff and Black students, faculty and staff to provide a constructive and harmonious educational and work environment.

g. To provide "other-race" counselors to assist "other-race" students in their adjustments to college and personal situations as they arise and to sensitize all counselors to the peculiar needs of "other-race" students as identified.

2. Implementation

a. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the College and/or his designated officials.

b. The Vice President for Student Services and designated chairpersons will submit an annual report on the progress toward these goals to the Multi-racial Coordinating Committee for review and recommendations to the President. The President will then transmit the substance of the report to the segment board who will, in turn, transmit it to the Maryland Council for Higher Education.

DESEGREGATION PLAN
FOR
SALISBURY STATE COLLEGE

FORWORD:

Salisbury State College is at the center of the Delmarva Peninsula, on Maryland's Eastern Shore. The College is located on Maryland Route 13 at the southern edge of Salisbury, which has a metropolitan population of 50,000 and lies thirty-two (32) miles west of Ocean City, Maryland.

Since the 1970-71 academic year when only fourteen (one per cent) "other-race" students were included in a total full-time enrollment of 1299, the College has succeeded in doubling its "other-race" student enrollment each year. This past September (1973) thirteen per cent of the new students enrolling in the College were "other-race", increasing the percentage of minority students in the total full-time enrollment to eight per cent. The success of the College in attracting ever increasing numbers of minority students has been accomplished through successfully changing the historical institutional image.

I. OBJECTIVES

As a State-supported educational institution, Salisbury State College has the primary objective of providing academic programs for all elements of the public. The College strives to provide highest quality undergraduate and graduate program in Liberal Arts and Teacher Education. And, in addition, effort is made to constantly improve daytime, evening and summer non-credit programs, as well as to create new educational experiences whenever a need arises.

The College's institutional philosophy is based not on rigidity and exclusiveness, but on flexibility of services to all who wish to avail themselves. Specifically, the objectives of the College with respect to the State's desegregation plan, are the following:

1. To make available to "other-race" students all programs, activities and facilities which constitute the College's total educational effort.
2. To undertake affirmative action programs to attract "other-race" students, faculty and staff to the College.
3. To Provide educational opportunity and programs for "other-

race" students in a manner which recognizes and attempts to overcome past educational disadvantages and which offer reasonable prospects that motivated and basically qualified "other-race" students can pursue their educational goals successfully at Salisbury State College.

4. To develop programs and activities which not only give appropriate emphasis to the contributions made by minorities but which also foster constructive and harmonious interaction of students, faculty, staff and community, regardless of race.

5. To increase, as a major objective, the potential college population rather than the fostering of competition for existing or college-bound students.

II. STUDENT COMPOSITION:

A. Plan of Action:

It is incumbent upon the College to remove educational, social, and financial barriers which in the past have discouraged or denied "other-race" students from enrolling and taking advantage of the educational opportunities available to them at Salisbury State College. Thus, the College will pursue the following plan of action:

1. Recruitment

   a. Continue and expand the recruitment effort by having multi-racial teams visiting all high schools on the Eastern Shore of Maryland and selected high schools in other sections of the State, particularly those with a significant black student enrollment.

   b. Continue the visibility to the public of our multiracial staffing in Admissions and Financial Aid.

   c. Provide additional opportunities for minority groups in our community to utilize campus facilities and observe our multi-racial student enrollment and staffing. For example, predominately black athletic organizations for youth have used our gymnasium and athletic facilities at our invitation. Black community groups have participated in observances of Memorial Services for Martin Luther King, Jr. on our campus.

d. Continue to give visibility to verbal expressions of the College's desire to increase its minority student enrollment in all of its college and other appropriate publications.

e. Develop contacts between minority students enrolled at the College with Junior-High-School-age minority youth within the region through recreational and tutoring programs.

f. Develop a program of information concerning continuing educational services designed to reach adult members of the black community within the region who may not previously have had an opportunity to benefit from higher education.

2. Admissions

a. Salsibury will examine its admissions policies with the objective of eliminating any barriers created as a result of cultural differences of potential "other-race" students.

b. Salisbury will evaluate its assessment tools, i.e. standardized test scores and other predicitive devices, to determine the validity of admissions practices.

c. Salisbury will develop diagnostic mechanisms to assess academic skill dificiencies of entering students. When deficiencies are identified, Salisbury will develop supportive programs to increase the success potential of these students. Such programs will be reviewed on an annual basis to ensure that they are meeting the students' expressed needs.

d. Follow up on applications from all minority students to insure that they perceive personalized interest on the part of the College in their enrollment.

e. Provide assistance to minority students who may need help in satisfying usual admissions procedures; i.e. registering for a scholastic aptitude test or completing the application for admission.

f. Provide for waiving the standard application fee for applicants for whom the fee poses a serious financial hardship.

g. Continue to insure that all qualified applicants are admitted to the College, regardless of race.

3. Financial Assistance

a. Insure that all needy minority applicants are advised of all available financial assistance resources.

b. Assist in the completion of required applications for financial assistance.

c. Make full utilization of expanded "Other-Race Grants" program provided within the State college system.

4. Academic Support Services (Retentions)

a. Salisbury will plan and implement programs designed to maximize the retention of its minority and "other-race" student populations. In keeping with this purpose, attention will be paid to the expansion and diversification of curricular offerings, and to exploring new possibilities for obtaining financial assistance for minority and "other-race" students. In addition, Salisbury will regularly evaluate all of its retention efforts making modifications as required to achieve its desegregation goal.

b. Establish a study skills center with minority race representation in the professional staffing and development of the center.

c. Continue to afford a pre-college summer educational experience to strengthen the preparedness in the study skills of minority race applicants.

d. Expand tutoring resources for minority students.

e. Make a concerted effort to sensitize all faculty to special needs of disadvantaged students.

f. Salisbury will survey and assess the adequacy of its academic programs, physical facilities, and administrative services to serve all of its students. The results of this evaluation will be transmitted to the Multi-Racial Coordinating Committee, and forwarded by the Committee with recommendations to the President.

5. Implementation

   a, The president of Salisbury State College assumes the responsibility for implementation of the College's plan of action. Salisbury will establish a Multi-Racial Coordinating Committee to assume desegregation and affirmative action functions. Leadership of the Committee will be identified and specified as accountable for directing Committee activities and responsible directly to the President. This office will also be responsible for making reports and recommendations to the President, who in turn will synthesize and transmit the reports to Salisbury's Segment Board for review and forwarding to the Maryland Council for Higher Education. The Multi-Racial Coordinating Committee's budget recommendations will be reviewed by the President, and budget support will be provided by this officer for the operation of Salisbury desegregation/affirmative action office.

III. FACULTY, ADMINISTRATIVE AND STAFF EMPLOYMENT

While the College is committed to the principle that faculty, administrators and staff should be employed solely on the basis of qualifications, it recognizes the desirability of expanding the role of minorities, especially blacks, within the College. To this end, the College will actively seek to recruit qualified black faculty and administrative officers.

A. Plan of Action

1. The College will seek the assistance of the full-time professional on the Board of Trustees Staff in identifying qualified minority candidates for professional positions.

2. The College will contact regional and national associations to seek assistance of "other-race" professionals on their staff in the identification of qualified black candidates for faculty and administrative positions.

3. The College will seek the direct assistance of "other-race" administrators and faculty already on our staff in the identification of additional "other-race" candidates. Academic departments and other administrative sections will make a determination of the extent to which "other-race" persons are under-represented. In those instances

wherein under-representation is evident, positive efforts will be made to recruit "other-race" candidates.

4. Each department of Salisbury will set its own employment goals in consultation with the Multi-Racial Coordinating Committee. In addition, departments will receive assistance from the Multi-Racial Coordinating Committee with evaluating their hiring, promotions, and salary procedures and with making modifications necessary in light of Salisbury's Desegregation Plan. Recommendations based on the results of these evaluations will be reported to the Multi-Racial Coordinating Committee.

5. The College will seek to reserve a number of authorized faculty positions for qualified minority candidates.

6. The College will contact the Departmental Chairmen at Bowie, Coppin, and Morgan State Colletes to seek their assistance in identifying qualified "other-race" candidates to fill specific departmental needs.

B. Implementation

The Academic Dean and Department Chairmen of the College will be responsible for implementing the plan of action described above.

They will maintain a record of their efforts and provide documentation for each faculty and administrative appointment made to the College.

IV. FINANCIAL AID

A. Plan of Action

1. The College will continue its efforts to seek State authorization of administrative positions for a Director of Financial Aids and/or Coordinator of Federal Programs.

2. The College will continue to involve minority professional staff in the administration of its financial aid programs.

3. The College will continue to give wide publicity to the availability of the Other-Race Grant Program.

4. The College will continue to expand its employment of needy minority students in part-time campus employment.

B. Implementation

1. The staff person assigned responsibility for financial aid administration will be responsible, through the Dean of Students, for implementation of the plan described above. With the assistance of the Dean of Students he will submit an annual report to the President of the College evaluating the adequacy of the College financial aid resources.

V. ADMINISTRATIVE AND PROGRAM COORDINATION AND SPECIALTY AREAS

(NOTE: This section relating to program coordination between Salisbury State College and the University of Maryland, Eastern Shore is the same as in the UMES campus plan.)

The historically southern pattern of race relations in the State of Maryland produced two separate institutions of higher education to meet the educational needs of white and black student bodies. Salisbury State College is still serving a predominatnly white student population and the University of Maryland, Eastern Shore has a predominantly black student population. The fact that the two institutions are separated only by 12 miles in a sparcely populated area of the State has long been a source of concern to State officials because of the duplication of facilities and programs which led to a costly use of the State's limited resources.

The administration of Salisbury State College has been deeply sensitive about the problem and the need of achieving some progress in inter-institutional cooperation in order to assure a high quality of educational opportunity for the residents of the Eastern Shore.

The items which are listed below indicate steps which have been taken and others which are projected by Salisbury State College in an effort to provide a more efficient and economical use of higher education resources and to deliver student services on a higher level than would be possible if Salisbury were to go it alone. The focus of the listed activities is not, in all cases, to improve the racial balance among the students on the Salisbury State College campus nor to affect a greater presence of "other-race" members of the faculty. Each campus has made noticeable progress in the desegregation of its student body and almost half of the faculty members at UMES are white. On the other hand Salisbury has experienced considerable difficulty in acquiring a representative number of "other-race" faculty members. Therefore, of the items listed below, some are calculated to have an immediate effect upon increasing the flow of "other-race" students, while others are aimed at the kinds of quality improvement that are intended, over a longer span of time, to contribute to improvement of racial balance.

SSC-UMES COORDINATION AND COOPERATION

Listed below are activites in two categories. Those in the first (category A) are activities or cooperative arrangements which have already been established between Salisbury State College and the University of Maryland, Eastern Shore. Activities in category B are planned cooperative arrangements which also have some potential for the more efficient and economical use of inter-institutional resources and which should, in due course, contribute to the improvement of racial balance at each insitution with respect to students, faculty and staff.

A. Established Cooperative Activities with UMES

1. An SSC-UMES Coordinating Committee has been established. The principal members of this Coordinating Committee are the Academic Deans, Business and Finance Officers, and the Deans of Student Services. The main functions of this committee are to evaluate and refine all existing cooperative ventures and to generate ideas for further inter-institutional cooperation.

2. Library resources have been coordinated and consolidated through a mutually acceptable catalog system. There currently exists between the libraries an unwritten reciprocal loan policy and an exchange of periodical loan files. SSC has agreed to provide UMES with statistical information to avoid duplication of printouts, clippings and ephemeral verti-files. An attempt will be made to microfilm book holdings and exchange staff manuals.

3. A policy has been established whereby all new academic programs are mutually considered prior to their implementation. The two academic officers have agreed to a policy that will permit all elements of the

campuses to review new academic programs prior to campus submission. This enables each campus to monitor the kinds of resources that are needed to determine how they can be shared.

4. Students are encouraged to attend classes for credit on both campuses. Academic officers on both campuses have circulated materials so that students can take offerings at each campus. This has also been done in the past, and it will be intensified as a result of a commitment on the part of the two campus communities.

5. The academic calendars of both institutions have been coordinated. Schedules for 1973-74 have been coordinated by the chief academic officers of both institutions.

6. The two institutions have exchanged faculty listings showing professional competencies in order to coordinate the planning of academic appointments in departments where identical degree programs are offered. The two academic officers have shared academic credentials of all new appointments in order to utilize the various services of these appointments.

7. Transportation is provided between the two campuses for students and faculty.

8. Joint faculty research participation is encouraged. One faculty member from Salisbury State College is serving on the UMES Research Committee.

9. Activities of organization and ensembles in the performing arts have been coordinated. The Dean of Student Affairs at UMES and the Director of Student Activities at Salisbury have arranged that cultural and student activity calendars be exchanged. Students from both campuses do attend activities on either campus upon presentation of their student identification cards. This will involve not only social and cultural events but the athletic events as well.

10. Communication does exist about the various cultural events presented on the two campuses. This has provided access to these affairs by students from both campuses, and one other specific result of the communication has been the coordination of films presented on each campus.

11. The utilization of the physical facilities on the two campuses has been coordinated. The two campus heads agreed that any physical facilities available on either campus and not being utilized by the respective campus can be used on a reciprocal basis. This use has been coordinated by the two general administrative officers of both campuses, and coordinated use has been effected with four facilities -- swimming pool and football stadium (UMES) and track and baseball fields (SSC).

12. Reciprocal joint social functions are held during the academic year for the faculties of the two institutions.

13. The two institutions are jointly sponsoring six television media courses through the Maryland Center for Public Broadcasting -- WMPB -- and they are also jointly sponsoring Sunrise Semester.

14. The President of SSC and the Chancellor of UMES are continuously meeting to insure the implementation of the activities listed above. The two campus executive heads met during the first semester of the 1973-74 school year to confer and provide direct leadership to the implementation of the activities mutually agreed upon.

B. Planned Cooperative Ventures to Further Insure the Efficient and Economical Operation of the Two Campuses.

1. Planning will occur and efforts made to permit students to live in dormitories on either campus regardless of which campus they are officially enrolled in. The SSC Director of Housing and the UMES Dean of Student Affairs have received the permission of the respective campus executive heads to proceed with planning and efforts to make dormitory residence available to students on either campus, depending upon the availability of space. Official notices of the availability will be served at the time of the selection of housing.

2. Consideration will be given to the joint establishment of a Baccalaureate Nursing Program. The nursing program, according to academic officers, will be jointly considered, prepared and possibly implemented.

3. The Teacher Education Committee of SSC-UMES and Washington College is planning to offer two conferences in Teacher Education, Performance based, and two Innovative Programs for elementary and high schools.

4. Exploration will be made to effect the Joint Appointment of faculty members. No official policy has been recommended because of the legal ramifications growing out of the existence of two independent governing boards. However, some experience has already been had in the exchange of faculty for the teaching of specific courses where the demand existed and the teacher loads were light enough to accommodate the service.

C. The President will appoint a Multi-Racial Coordinating Committee consisting of students, faculty and administrators to generate new ideas to foster the inter-institutional cooperation program described above.

D. The President will be responsible for implementation of the SSC-UMES program coordination. With the assistance of the Multi-Racial Coordinating Committee, he will evaluate the implementation of the plan on a continuing basis and annually submit a written report to the Board of Trustees of the State Colleges.

VI. MONITORING MECHANISM

A. Plan of Action

1. Coordination of all programs and policies related to the recruitment and retention of "other-race" students, faculty and administrators and staff at Salisbury State College will be the responsibility of the campus Multi-Racial Coordinating Committee. This Committee will be responsible to the President of the College.

All departmental and administrative chairpersons will coordinate all activities within their designated areas relating to the "other-race" students, and will provide program information, operations procedures and progress briefs and all other such pertinent data to the Multi-Racial Coordinating Committee.

Both academic and non-academic grievances will be handled through established college channels. If resolution of the grievance is not satisfactory, the person shall be informed that he or she may present the grievance directly to the Multi-Racial Coordinating Committee. If resolution is not possible, the matter will be referred to the President.

It is expected that any person who has a grievance will seek to resolve his or her grievance with the appropriate persons within a division and/or department and, in the case of non-academic grievances, with appropriate administrative officers before bringing the grievance to the attention of the Multi-Racial Coordinating Committee.

The College will evaluate its faculty and staff grievance procedures.

The Multi-Racial Coordinating Committee will prepare an annual report, with recommendations, to the President of the College outlining efforts and progress made by the College toward meeting the institutional goals and compliance with the State-wide Plan and with Federal regulations regarding recruitment, enrollment, and the retention of "other-race" faculty,staff and students. The President will then transmit a synthesized report to the Board of Trustees of the State Colleges who will, in turn, forward it to the Maryland Council for Higher Education.

Vii. PROGRAMMATIC GOALS

A. Academic Areas

1. Plan of Action

   a. Salisbury will conduct a detailed study of its retention patterns for "other-race" students in order to identify the variables in the success or failure of its policies. When deficiencies are identified, Salisbury will develop special programs to increase the success potential of these students. Such programs will be reviewed by the Multi-Racial Coordinating Committee on an annual basis.

   b. The College will develop and expand a study skills center as resources permit. The center will coordinate compensatory and tutorial services to disadvantaged students.

   c. The College will employ a minority race individual to assist with educational advisement in the Academic Dean's office.

   d. Efforts will be increased to insure inclusion of appropriate curricular material and academic courses in the College to reflect the contributions of blacks and other minorities. When appropriate, new courses will be added.

e. A new policy statement will be added to the faculty handbook to reinforce formally the commitment in Item "C" above.

f. The departmental chairmen shall submit a report to the Academic Dean summarizing the inclusion of "black studies" curricular content in the courses offered by their department.

g. Salisbury will take specific actions to increase the "state pool" of qualified minority candidates. Promising minority graduates who have an interest in and potential for joining faculties and professional staffs of the State Colleges will be identified. Names of such graduates will be forwarded to the Maryland Council for Higher Education as part of the regular desegregation monitoring and reportage system, and will be shared with the affirmative action offices (MRCC's) of the State Colleges.

2. Implementation

a. It shall be the responsibility of the Academic Dean to implement the above plan of action. He will provide an annual report to the campus Multi-Racial Coordinating Committee and to the President.

B. Student Services

1. Plan of Action

a. Recruitment, Admission and Financial Aid plans have been detailed elsewhere in this report.

b. The extra-curricula program of the College will reflect minority student interests on the campus. Programs will be evaluated in terms of minority student participation and the extent to which minority race performers and content of interest to minority students are included in the program.

c. Available dormitory space on the campus will be assigned on the basis of student preferences and without regard to race.

d. Special programs in human relations to improve race relations on the campus will be implemented as necessary.

e. The conseling staff of the College will include "minority race" professionals.

f. Special orientation and advisement services for minority students will be provided by multi-racial admissions, counseling, and financial aid staff of of the College, as necessary.

2. Implementation

a. It shall be the responsibility of the Dean of Students of the College to implement the above plan of action. He shall provide information to the Multi-Racial Coordinating Committee, as necessary, and submit an annual report to the President.

DESEGREGATION PLAN

FOR
TOWSON STATE COLLEGE

I. INSTITUTIONAL OBJECTIVE

Our goal at Towson State College is to provide a desirable learning environment for all serious students regardless of race, sex, and age and to insure that the student composition on this campus reflects the background and experiences of the larger society. Consistent with this goal and with the overall State College Plan, it is our expectation that by 1980 our Day under-graduate population will include at least 14 to 16% non-white students.* We plan to provide the necessary support programs, financial aids, and academic experiences so that this increased number of black students may gain from and contribute to the campus experience. It is toward the achievement of this end that this report is prepared.

II. STUDENT COMPOSITION

Recruitment and Admissions

It is our commitment to recruit non-white students so that by 1980 they will represent at least 14% or 16% of our projected Day undergraduate student body of 9,000. Since Fall, 1969, minority enrollment has increaed over eight times with this year's matriculated black student enrollment exceeding 225; over 165 black freshmen matriculated, which is approximately 13% of the new freshmen class. During this same time period, the overall population of black students on this campus has grown to 501 in the Day Program or 7.3% of our total Day enrollment.

Procedures which will be instituted to further progress toward the goals of the campus desegregation plan are the following:

a, Examine admissions policies with the objective of eliminating any barriers created as a result of cultural differences of potential "other-race" students.

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* The terms "non-white", minority, and black are used interchangeably. It is important to note, however, that the College minority recruiting efforts will be directed primarily and, in fact, almost totally toward black students, given the racial composition of the region it serves.

b. Evaluate assessment tools, i.e., standardized test scores and other predictive devices, to determine the validity of admissions procedures.

c. Develop diagnostic mechanisms to assess academic skill deficiencies of entering students. When deficiencies are identified, the college will develop supportive programs to increase the success potential of these students. Such programs will be reviewed annually by the Multi-Racial Coordinating Committee to ensure that they are meeting the students' expressed needs.

d. Develop retention programs to provide special academic services, designed to facilitate success for "other-race" students.

In order for us to reach our 1980 prediction, we will intensify our efforts and will need additional resources. A full-time minority recruiter and additional operating money will be needed to supplement present human and financial resources already directed at minority recruitment, if we are to improve our admissions efforts. The full-time minority recruiter will be responsible for the overall coordination of our recruitment of minority students and will work closely with present black students on our campus who have been an invaluable asset in our reaching high school students. This person will also serve as a liaison with the public schools, particularly those which have large black populations.

Also greater attention will be given to the development of promotional devices which will assist in presenting a favorable but realistic image of what Towson State College is. A special black student recruitment brochure will be developed, and we will implement an early contact program which will involve exposing high school and junior high students to higher education in general and Towson State College in particular. Greater use will be made of the media, and yearly programs will be planned bringing together high school counselors and the College to determine what ways we can better serve the needs of prospective students. For the 1974-75 year we will strive toward obtaining a new student enrollment which is between 14 and 16% black. In this way, by 1978 the predicted enrollment of black students should be achieved.

Faculty will be utilized in the recruitment and admissions process by working with minority high school students participating in summer workshops such as those currently available in music and theatre. They can also help by maintaining contact with community colleges so that the two-year schools will be fully aware of programs at Towson and can advise students accordingly. This contact will be both personal and through written communication such as departmental brochures.

Academic Support Services

Towson will plan and implement programs designed to maximize the retention of its minority and "other-race" student populations. In keeping with this purpose, attention will be paid to the expansion and diversification of curricular offerings, and to exploring new possibilities for obtaining financial assistance for minority and "other-race" students. In addition, Towson will regularly evaluate all of its retention efforts making modifications as required to achieve its desegregation goals.

Our Study Skills Support Services Center has the responsibility for providing a wide range of academic support services to students. The Center, though open to all students, focuses on minority students who have the potential to do college level work but who are in need of additional support services to facilitate their overall growth and development. These services include:

1. Personal, social, vocational and academic counseling and advising made available to students on a daily basis.

2. Individualized programs and group seminars to improve reading skills.

3. Academic support and preparation in language arts on both a 1-to-1 and a group basis.

4. Quantitative skill development in the areas of mathematics, statistics, and computer science.

5. Workshops in Study Skills development for both professional staff and student tutors.

6. A close supervision and follow-up of each student's academic progress.

Summer Program - Each summer, the Study Skills Support Center offers a Transitional Program for incoming minority students entering the College. The Summer Transitional Program provides a testing program to identify potential students and offers them intense pre-college counseling and coursework so as to increase their chances of academically succeeding at Towson State. The focus is on first-year productivity because the first year in most instances is the most difficult year academically and often socially and personally.

Staff - The Study Skills Support Services Center is staffed with the following persons:

1. Associate Dean of Students - in charge of Academic Support Services.
2. Director - of Study Skills Support Services responsible for the internal management of the Center.
3. Counselor - in charge of counseling programs and counseling-oriented services.
4. Writing Specialist - assigned the Language Arts Programs and Services.
5. Reading Specialist - responsible for reading programs and services.
6. Staff Secretary
7. Thirteen student assistants and tutors.

A sizable increase in staff and operating budget will be needed if Towson is to become at least 14 to 16% non-white by 1980, thus requiring sufficient budget and staff to serve approximately 900 students. Increased staffing needs would be as follows:

1. Two Language Arts Specialists
2. One minority group counselor
3. One reading assistant
4. Two full-time professional tutors

Towson will survey and assess the adequacy of its academic programs, physical facilities, and administrative services to serve all of its students. The results of this evaluation will be transmitted to the Multi-Racial Coordinating Committee, and forwarded by the Committee with recommendations to the President.

Extra Curricular Activities

Presently the Black Student Union, a student-run organization, is the main source of student activity for black students. Yet a relatively smaller percentage of black students participate in other College activities. Since Towson State is still predominately white, many black students simply don't feel comfortable. The planned increase in the number of blacks on the campus will greatly alleviate this condition. It is felt that black students will get involved in more of the traditional campus activities such as the radio station, Theatre Department, College Union Board, Interfaith Coalition, student newspaper, and the like, as their number and influence increases.

Also, we are planning a Black Cultural Center pm tje campus which should go far in bringing together all elements of Towson's "black community"---faculty, staff, and students. We feel that this Center is essential if this campus is to develop a flavor of blackness, and that it is needed even more on this campus than on a predominately black one. If ostensibly white institutions such as Towson wish to attract blacks, they must provide some "places of identification for blacks."

Counseling and Orientation

Presently we have approximately one counselor per 275 black students. If we are to increase the black student population on this campus consistent with Board expectations, it will be necessary to employ at least three additional counselors who will work for the most part with black students. The Counseling Center will continue developing new ways to communicate more effectively with black students who currently still under-utilize the counseling facilities. A concerted effort will be undertaken to make black students aware of the Counseling Center and its functions; additionally counseling will become available in places other than the Counseling Center such as the Skills Center, Cultural Center and in any other places where black students feel comfortable.

Beginning in the Fall of 1974 a program is being initiated which will call for dove-tailing our recruitment program with that of orientation so that adequate follow-up is made on every prospective student from the time he/she expresses interest until classes begin.

Implementation of the programs ennumerated above will be with the Vice President of Student Services for academic support services, counseling, and extra curricular activities and the Vice President for Academic Affairs for admissions, recruitment, and financial aid. The evaluation of these efforts will be the joint responsibility of these two individuals with supports from personnel in each of the cited areas.

III. EMPLOYMENT COMPOSITION

Faculty and Administrative Staff Recruitment

Towson State College is currently in the process of writing and adopting an Affirmative Action Plan which will bring its recruiting and hiring processes into compliance with recent Federal regulations. This will call for all departments, both academic and administrative, to recruit widely and in depth for all new positions. The advertisements for such positions will be placed in periodicals, placement services specializing in affirmative action recruitment, and sent to institutions where they could be expected to come to the attention of minority and women candidates. Towson will make more extensive use of those search measures currently available for locating minority candidates.

All departments will be required to have available interviewing committees whose makeup includes both minorities and women, and reports must be compiled regarding the efforts at recruitment, advertising, and interviewing. All candidates who are contacted and/or interviewed must be identified according to race and sex and the five most desirable candidates for the position must also be identified by race and sex and listed in order of the department's preference. Such information must be filed with the Dean's Office, or in the case of administrators, with the appropriate Vice President before any positions can be offered. In keeping with Federal Guidelines, an Affirmative Action Committee will work with academic departments in establishing goals for the hiring of minorities and women.

Each departmental goal, set by each department in consultation with the Multi-Racial Coordinating Committee, will be based on the percentage of women and minorities in the discipline. Other criteria such as degree level prerequisites will be used to establish goals for administrators. As Federal Guidelines dictate, quotas will not be required but each department will be expected to make every effort within the limits of the law to achieve their goal.

A successful affirmative action program at an institution the size of Twoson will require the full-time efforts of one professional and one clerical person. This office would be responsible for assuring the implementation of the Affirmative Action Plan.

We feel that a major problem in attracting additional "other-race" faculty is that there are not enough "other-race" students engaged in graduate work. According to a recent Carnegie Commission Report, minorities represent only 5.3 percent of all faculty in the country, largely because they have not had access to graduate study.

In-Service Training of Faculty and Administrators

Increasing the number of minorities on campus and preparing them and women for new roles they will play in society will necessitate some important curricular and attitudinal changes on the prt of faculty and staff.

Considerable efforts will need to be made in order to more adequately reflect in the curriculum the contributions that minorities and women have made to civilization. Of course, there have already been some important contributions in this area. Generally, however, they have been in the form of new courses. What needs to be done is to develop a means by which the role of minorities and women can be made a part of all relevant courses and not isolated to a few special ones. In this way, all students can be educated to the changing roles of these two groups. Such curricular reform must come from the faculty and staff, and a well-structured in-service education program is necessary if we are to be successful. The in-service education program would include the following:

1. Opportunities for faculty and administrative personnel to visit campuses where successful curricular changes have occurred regarding the needs of women and minorities.

2. Opportunities for faculty and administrators to visit high schools which serve as feeders to Towson so that they will be better prepared to respond to their academic needs.

3. Opportunities for faculty and staff to attend conferences and workshops at which programs for women and minorities will be discussed.

4. The retention by the College of recognized experts who can assist the faculty in making needed changes.

5. Campus-wide retreats and other programs designed to increase the sensitivity of all members of the academic community to contributions of women and minorities.

IV. FINANCIAL AID

For the Fall 1973-74 year, 257 black students, about half the number on campus, are receiving some kind of financial aid administered through the Financial Aid office. This aid includes National Direct Student Loans, College Work Study, Supplemental Educational Opportunity Grants, Other Race Grants, and College Scholarship Grants. Approximately 45% of the aid we gave to students this fall went to black students. Unless there are tremendous immediate changes in the social condition of black people, it must be assumed that blacks will continue to be subjected to educational and employment discrimination and, thus continue to need considerable financial assistance in pursuing their educational goals. The greatest problem facing all institutions is that there are students who can demonstrate adequate need but for whom there are no funds. Given the present situation in Washington, it is difficult to imagine the needed monies coming from Federal funds. Thus, a far more substantial State Financial Aids Program must be developed if Towson State is to achieve its goal.

V. ADMINISTRATIVE AND PROGRAM COORDINATION AND SPECIALITY AREAS

In devising an academic specialization plan, it should be kept in mind that the State institutions in the metropolitan area are primarily conserned with undergraduate instruction and first year master's work. Thus, each must have a complete Liberal Arts Program in order to fulfill its obligation to give students the best general education possible. This is essential duplication. Students at Towson will not drive to Morgan to take Philosophy courses; not will Morgan students drive to Coppin or Towson for Sociology. Their reasons would have little, if anything, to do with race. Rather, it is simply a matter of economics and effective utilization of time. The State system would drive students away by forcing them to drive to different campuses to take Liberal Arts courses.

Any academic specialization plan should reflect this reality. Assuming that each campus has an adequate Liberal Arts base, then, highly specialized fields can be limited to one campus. Such specialization is both academically and economically justifiable and will assist in desegregation efforts. Towson State has kept this in mind in planning its curriculum. We have avoided developing specialized programs at the undergraduate or graduate level that are currently being offered by either Morgan or Coppin. Education students interested in Special Education are encouraged to either transfer to Coppin or to take advantage of our cooperative arrangement which enables them to take courses at Coppin while students at Towson.

Similar advice is given to students desiring to major in Business Education, Urban Studies, Social Work, and other programs which we do not have and which exist in the system.

We have worked closely with Morgan State in planning future Allied Health Programs to insure that we were not working at cross purposes. The consequence of this is that Towson State has programs in Nursing, Medical Technology, Health Science and Speech Audiology and Morgan has, or is planning programs in other areas. At the graduate level, Towson State College has avoided the initiation of Master of Arts degrees in the various subject matter areas primarily because such programs already exist at Morgan. We inform interested students that if they want a Master of Arts degree in English or History that they should go to Morgan. We have no desire to develop such programs. In fact, we would plan to draw upon the richness of the Graduate Program at Morgan to give students in our General Studies Master's additional options. In this way, desegregation would be enhanced.

We caution against "academic specialization" in the Liberal Arts but aside from that, we view the specialties at the various campuses as a very positive thing ---something to which we will give our full cooperation.

Course Offerings on Other Campuses

Because of the logistical problems involved in the transfer of students from institution to institution, in many cases it might be easier for faculty to be moved from campus to campus. Such an inter-change of faculty can have a salutory effect on desegregating the campuses. For example, we plan to invite Coppin faculty to teach special education courses on the Towson campus to interested students. If some of these courses are taught at Towson, it might stimulate student interest in the field and result in some students either transferring to Coppin or taking advantage of the Cooperative Program to complete a major in Special Education. Similar arrangements will be made with Morgan State in such areas as Black Studies and Urban Affairs. Towson faculty will stand ready to teach in such specialty areas as Mass Communications, Occupational Therapy, and Nursing at the other institutions.

Inter-Institutional Cooperation

Towson State expresses its desire to continue to work with the other Metropolitan area institutions in providing the best possible education for all students. We will cooperate programming and calendar coordination occurs and will work with sister institutions in developing a bus transportation system which links the metropolitan campuses and which minimizes the inconvenience to students in traveling from one campus to another. Further, we will gladly participate in faculty exchange programs with other institutions, including the Baltimore/Washington metropolitan area public school systems, as one means by which desegregation can be facilitated.

Towson will implement a reciprocal credit system for those students wishing to enroll in courses offered by any of the State Colleges. Department chairpersons, academic advisors, and counselors will make available to students at Towson listings of available courses and program offerings at the other State Colleges.

Consistent with Board policy, financial inducements will be provided to participating faculty to compensate them for the time and money lost in commuting. We will also gladly participate with other institutions in granting joint appointments to faculty where such an activity is warranted.

None of the above cooperative efforts will assure that large numbers of students will move from campus to campus. The main obstacle to such movement will continue to be that students and faculty, like other people, do not like to be inconvenienced. Driving from campus to campus may be viewed in this manner. As stated before, it is believed that students will move for their academic specilization but will probably not move to take courses in Liberal Arts. Instead, they will avoid these areas and receive less of an education.

Towson will cooperate with the professional schools of the University of Maryland and with the Law School of the University of Baltimore, with the aim of increasing the numbers of qualified minority students enrolled and sustained in these professional schools.

Curricular Offerings Related to the Black Experience

Since the Fall of 1970 the black faculty, administrators, and students of Towson State College have met for the purpose of identifying and striving towards the fulfillment of the needs of the black community at Towson. In the Fall of 1972, this group designated a committee of faculty members to work on the structuring of an African-American Studies Program and to lend direction to the development of courses in this area. There now exists a solid core of courses in African-American Studies within the College curriculum, and a major in African-American Studies available through the General Studies Program.

The Curriculum Committee, which directs the program, consists of four faculty members, one of whom serves as a coordinator of the program.

The program needs expansion especially in the academic areas of Psychology, Business and Economics, Education, and the Fine Arts. We expect to make substantial progress toward this goal during the present academic year and to utilize the academic resources at both Morgan and UMBC.

VI MONITORING MECHANISMS

The implementation of an effective institutional cooperative plan will require strong Board leadership. A system-wide biracial committee will help to insure that effective implementation occurs and to provide evaluation. At TSC we will appoint a local biracial coordinating committee responsible for our desegregation program. Our committee will consist of 11 members, 5 faculty, one selected from each division of the College; 4 administrators, including the Vice President of Academic Affairs, the Vice President of Student Services, the Associate Dean of Studies Skills Support Services; and two students. This committee will be answerable to the President. Its major purposes will be:

1. To assist in the development and implementation of Towson State College's desegregation plan.
2. To evaluate TSC's desegregation efforts. This evaluation will include all areas of the campus, both academic and non-academic.
3. To cooperate with the other institutions in the System to assure an adequate overall plan.
4. To seek the assistance of minority faculty, administrators, and students in identifying problem areas and finding solutions.

The four administrators on the Committee will assume the major responsibility in carrying out the wishes of the Committee and the President, but much of the work would be delegated to various administrative and academic offices. This will insure total campus involvement but at the same time accountability lines will be clear.

The Multi-Racial Coordinating Committee will coordinate reports from the appropriate offices on campus, and will submit an annual report and other reports as specified in this plan, to the President. From the President's Office, these reports will be synthesized and forwarded, in turn, to the Segment Board and then to Maryland Council for Higher Education.

VII. PROGRAMMATIC GOALS

Our thinking is at this point that Towson State can well move to becoming at least 14 to 16% other race. With additional resources, this a realistic goal. Our recruiting efforts last year resulted in the beginning freshmen class being 13% black; this rate can, however, be maintained only by our receiving some additional staff support, with the one large area where we would require additional personnel and operating monies being in the area of academic support services.

Towson will take specific actions to increase the "state pool" of qualified minority candidates. Promising minority graduates who have an interest in and potential for joining faculties and professional staffs of the State Colleges will be identified. Names of such graduates will be forwarded to the Maryland Council for Higher Education as part of the regular desegregation monitoring and reportage system, and will be shared with the affirmative action offices (Multi-Racial Coordinating Committees) of the State Colleges.

We look forward to this challenge with the anticipation that our efforts will lead to a better learning environment and, in concert with the efforts of sister institutions, improve the total State System.

CHAPTER FIVE

BEST COPY AVAILABLE

STATE COLLEGES SEGMENT

UNIVERSITY OF BALTIMORE

(Under the Board of Trustees
of the Maryland State Colleges
after January 1, 1975)

DESEGREGATION PLAN

FOR

UNIVERSITY OF BALTIMORE (U of B)

I. Institutional Objectives

It is the commitment of the University of Baltimore to offer equal opportunities for all qualified persons regardless of race, color, religion, ancestry, national origin, sex or age and within the capacity of the physical and fiscal resources available to the University of Baltimore. This commitment is consistent with the commitment of the total State College segment as announced by the Board of Trustees of the State Colleges.

The University of Baltimore, further, is wholly committed to the fulfillment of the principles and policies set forth in the Maryland Plan for Completing the Desegregation of the Public Post-secondary Educational Institutions in the State.

The University of Baltimore also plans to provide, with state and federal assistance, the necessary support programs, financial aid, and academic experiences so that the increasing number of minority students may gain from and contribute to the campus experience. It is toward the achievement of this end that this report is prepared.*

Furthermore, it is the commitment of the University of Baltimore:

1. To make available to racial and ethnic minorities, on a non-discriminatory basis, all programs, activities, and facilities which constitute the University's total academic and social effort.

2. To undertake affirmative programs of action to attract minority students, faculty, and staff to the University.

II. Student Composition, Recruitment and Admissions

It is our intention to continue to recruit minority students so that by 1980 such students will represent sixteen to eighteen percent of our day undergraduate student enrollment. Since Fall, 1970, minority day undergraduate enrollment has increased from 114 to 264 students. During this same time period, the overall population of black students at the University of Baltimore has grown from 194 to 467, or 8.8 percent of our total enrollment.

* Note: The term "minority" as used in this Plan refers to blacks, American-Indians, Orientals and Spanish-surnamed Americans. The term "other race" refers to blacks at predominantly white institutions or whites at predominantly black institutions, and American-Indians, Orientals and Spanish-surnamed Americans.

Given the racial composition of the Baltimore metropolitan area, it should be noted that our minority recruiting efforts will be devoted primarily toward black students.

Presently, the Board of Trustees of the State Colleges, at the request of the Governor, is in the process of developing a comprehensive master plan for the University of Baltimore. This master plan will cover the future role and scope of the University, both academically and fiscally, embracing the concept of an upper division and graduate approach to higher education. Such an approach will require support from all segments of the State System in providing the University of Baltimore with qualified minority transfer students.

The goal established in the State Plan for minority students in the graduate and professional programs at the University of Baltimore involves the achievement of a 14-18% enrollment by 1980. Efforts at the University of Baltimore will be directed towards achieving 18% minority student enrollment consistent with prior goals set for this campus by the Board of Trustees of the State Colleges.

Our success in meeting this goal will be predicated upon both the addition of graduate and/or professional programs consistent with the mission of the University of Baltimore, and the degree to which other baccalaureate degree-granting institutions in the Baltimore area are successful in providing us with increased numbers of minority graduates from which we draw our graduate and professional students.

Students enrolling in the various graduate and professional programs at the University of Baltimore have previously completed the baccalaureate degree or the master's degree, depending on the program to which they are admitted. As a result, program cooperation on the University of Baltimore campus to improve racial balance in graduate and professional student enrollment, consistent with the mandates of the State of Maryland Plan, must focus on effective activities between the University of Baltimore and those undergraduate campuses that have substantial black enrollment.

Individual schools will retain the responsibility to strengthen their plan for and implementation of inter-campus cooperation. A basic goal is to have the University of Baltimore faculty and off-campus black faculty and students sufficiently so familiar with each other and their related educational offerings that all impediments to the admission, enrollment, retention and graduation of black students at the University of Baltimore are removed.

Bowie, Coppin and Morgan State Colleges, as predominantly black undergraduate institutions, will continue to be the focus of the black student recruitment thrust.

The University of Baltimore is also extending its black student recruitment efforts onto the Towson State College, University of Maryland, College Park, Baltimore County, and Eastern Shore campuses, since the black student population on those campuses is increasing.

In order to encourage academic excellence among black students, it is necessary to provide the means for each student to master the educational content of his or her graduate or professional program. Therefore, each school should provide academic skills improvement programs to meet the following objectives:

Improve skills in:

1. Notetaking
2. The mastery of subject matter content
3. Written and oral communication

The maturity of our graduate and professional student body may not warrant the intensive resources contemplated for undergraduate divisions. However, we will assess this function as it relates to the University of Baltimore graduate and professional programs and seek outside advice where and when need is indicated.

Implementation

1. Responsibility
   The responsibility for the implementation of the objectives of the student segment of the integration plan will rest with the President of the University and/or his designated officials.

2. Evaluation
   Designated officials will prepare an annual report of progress toward financial aid objectives to be submitted to the Multi-racial Coordinating Committee for review and recommendations to the President.

III. Employment Composition

It is the objective of the University of Baltimore to provide equal employment opportunity to all faculty, administrative and staff personnel based solely upon qualifications, without regard for race, religion, sex or ethnic origin. This objective incorporates the principles of equal promotion and salary opportunities for all.

A. Faculty

The University of Baltimore will need to recruit intensively, in order to attract qualified black faculty. The usual means of faculty recruitment will not suffice. Staff members will be designated actively to recruit, not only through announcements of positions to be filled being placed in the usual academic journals, etc., but also through communications with and travel to colleges and universities both in and out of Maryland for the personal contact which best assists any recruitment effort.

Funds will be needed to support such efforts, not only for travel by designated persons from the campus, but also to bring prospective faculty to our campus.

The University of Baltimore will attempt to draw upon resources in the black communities in the Baltimore and District of Columbia areas, but it may be necessary to extend the reach even farther. Most specifically, a plan of faculty exchange should be implemented. Attempts will be made to formulate a plan of action to implement faculty exchange with other institutions in the State System.

In addition, the University of Baltimore will cooperate with other State higher educational institutions in utilizing the expanded pool of qualified minority professionals which the latter produce.

The long-range goal is for blacks and other minorities to be represented on the professional staff by rank approximately in proportion to their combined percentage in the United States. This goal is to be attained by 1980.

B. Administrative Staff

Employment of blacks and other minorities in supervisory-management and technical positions will also be part of the University of Baltimore's continuing effort to recruit and hire minority staff persons at all levels in the work force. Hiring and promotional procedures, as well as programs for professional up-grading, will be evaluated regularly.

As the necessary resources are made available, in-service training programs will be provided. The University encourages and supports employee enrollment in University undergraduate programs that will lead to increasing the employees' ability to qualify for promotional opportunity. The goal of these activities is to arrive at an equitable representation of blacks in those positions at the University of Baltimore at policy and decision-making levels.

With respect to blacks and other minorities, our goal is that they shall be represented in associate staff positions commensurate with their representation in the appropriate job categories in the State of Maryland. This goal is to be attained by 1980.

C. Classified Staff

Directors will retain their responsibilities for hiring and promotion of staff. However, their advertisement of vacancies and promotional opportunities must be consistent with and supportive of both the State and University of Baltimore goals to achieve quantitative and qualitative racial balance among the staff. Employment decisions must be carried out in the same spirit.

With respect to blacks and other minorities, our goal is that they be represented in broad job categories approximately in proportion to the number of blacks and other minorities in appropriate categories in the Baltimore standard metropolitan statistical area. This objective is to be reached by 1980.

D. Plan of Action

1. Pursuant to the achievement of a representative distribution of minority faculty, administrators and staff in the institution, each department and area head will determine the extent to which his area is under-represented by minority personnel. Further, area and departmental goals will be established on an annual basis and progress reports will be submitted to the Multi-racial Coordinating Committee for review.

2. Minority applicants for positions where no vacancies exist will be referred to the designated employment officer at the other State colleges where the applicant would be in the racial minority. An internal record will be maintained for future reference in the event of position vacancies.

3. The University of Baltimore will advertise widely and recruit aggressively to ensure that every practicable resource for desirable minority applicants for available positions has been tapped.

4. The University of Baltimore will encourage the development of and cooperate fully in the operation of a policy of joint appointment of faculty within the State college and university systems.

E. Implementation

1. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the University and/or his designated officials.

2. Evaluation of the progress toward achievement of these objectives will be accomplished by the submission of an annual progress report compiled by each designated administrator or department head. These reports will be submitted to the Multi-racial Coordinating Committee which will review and make recommendations to the President. The President will then transmit the report as amended to the Board of Trustees of the State Colleges,who will, in turn, forward the report to the Maryland Council for Higher Education.

IV. Financial Aid

A. Plan of Action

1. Federal Aid

For the 1972-73 academic year, 42 minority students of a total of 137 students received aid from three federal programs: EOG, CWS, or NDSL. Over 30 percent of the recipients for these programs were minority students. Unless there are tremendous immediate changes in the economic condition of black people, it must be assumed that blacks will continue to need considerable financial assistance in pursuing their educational goals. The greatest problem facing all institutions is that there are students who can demonstrate adequate need, but for whom there are no funds. Given the present situation in Washington, it is difficult to imagine the needed monies coming from Federal funds. Thus, a far more substantial State Financial Aids Program must be developed if University of Baltimore is to achieve its goal.

2. O.R.G.P.

The University of Baltimore is not presently eligible for state O.R.G.P. funds, but plans to seek a significant amount of state funds for financial aid beginning in 1975. We will request that some of these funds be designated specifically for "other race" use.

3. Senatorial and Other State Scholarships

As indicated in #2 above, we are presently ineligible for most state funds. We do have some Maryland State Professional Students scholarships and Senatorial scholarships. Recipients are designated by the appropriate state agency. We anticipate an increase in these categories, and will investigate other categories as they become available.

4. Institutional Aid

The form and scope of future institutional aid will be largely predicated upon the master plan discussed on page 2, presently under study by the Board of Trustees of the State Colleges.

B. Implementation

1. Responsibility

The responsibility for the implementation of the objectives of the financial aid segment of the integration plan will rest with the President of the University and/or his designated officials.

2. Evaluation

Designated officials will prepare an annual report of progress toward financial aid objectives to be submitted to the Multi-racial Coordinating Committee for review and recommendations to the President.

V. Administrative and Program Coordination and Specialty Areas

A. Academic Specialization

The President of the University of Baltimore, as the chief executive officer, is committed to achievement of the desegregation goals set forth in the State of Maryland Plan for Improved Racial Balance of students, faculty, administration, and staff. The responsibilities and implementation of administrative policies necessary to meet these objectives are shared jointly between the Vice President for Academic Affairs, the deans of the several schools, and the directors of various special programs, unde the President's leadership. These administrative officers will thoroughly familiarize themselves with the State Plan and the University of Baltimore Plan in order to make full use of existing resources; to determine new initiatives that may be required to fulfill the mandates of these plans; and to eliminate internal inconsistencies in administrative actions. They will be responsible for devising the means by which the components under their direction will comply with the objectives of the plan. Regular reports to the President will be required in order to evaluate the success of these efforts.

Schools will retain the responsibilities they currently have for student recruitment, admission, retention and academic progress. Individual schools are expected to develop effective mechanisms and procedures, where they do not already exist, through which they will achieve the goal of black student enrollment, have success in the retention of black students and provide a climate for normal academic progress leading to graduation. Additional campus-wide initiatives will be taken in these areas through appropriate Senate committees.

Directors will retain their responsibilities for hiring and promotion of staff. However, their advertisement of vacancies and promotional opportunities must be consistent with and supportive of the State and University of Baltimore goals to achieve both a quantitative and qualitative racial balance among the staff. Employment decisions must be carried out in the same spirit.

Additional resources will be needed in order for the University of Baltimore to fully achieve the objective of racial balance by 1980.

Implementation

a. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the University and/or his designated officials.

b. The designated officials will prepare an annual report of the progress toward achievement of these objectives to be submitted to the Multi-racial Coordinating Committee for review and recommendations to the President. The President will then transmit the substance of the report to the Board of Trustees of the State Colleges, who will, in turn, forward the report to the Maryland Council for Higher Education.

B. Inter-Institutional Cooperation

The Board of Trustees of the Maryland State Colleges and the Board of Regents of the University of Maryland have adopted a policy for a Cooperative Education Program, one facet of which is the Greater Baltimore Area Public Four-Year Institutions Project. The primary purpose of this project is to encourage eligible students attending a public four-year institution in the Greater Baltimore Area to pursue courses for credit, at no additional expense, at any other public four-year institution located nearby. For example, University of Baltimore students interested in pursuing special education could take selected special education courses at Coppin State, so that the University of Baltimore would not have to offer the same courses.

The participating institutions are: Bowie State College, Coppin State College, and Morgan State College, all predominantly black; U.M.B.C. and Towson State College, both predominantly white. The University of Baltimore will officially become a Project member at the time we become a state institution in 1975.

Full-time undergraduate students (except Freshmen) who are in good standing academically (as determined by the home institution) are eligible to participate in the project.

The University of Baltimore and Coppin State College have already developed a joint program leading to the Master of Arts in Criminal Justice. Under the program, students may enroll at either institution and will normally be taking courses at both institutions. The program is scheduled to be operative by September, 1974, pending curriculum approval by the Maryland Council for Higher Education.

In addition to publicizing the academic specialty areas, the University of Baltimore will encourage the development of a system of joint faculty appointments among the State colleges, particularly Towson, Coppin, Morgan and the University of Baltimore. Each department head at this institution will be encouraged to make available to students a list of courses offered at other State Colleges. It is the goal of these several policies and approaches to encourage students to select a college on the basis of academic program offerings rather than on the racial composition of the college.

Implementation

a. Responsibility

Responsibility will be vested in the President of the University in consultation with his principal administrative officers and department heads in the areas concerned. The President will request, during the 1973-74 academic year, that specific plans be developed for increasing the flexibility referred to above.

b. Evaluation

The Board of Trustees of the State Colleges will be requested to implement a method for evaluating system-wide efforts to increase the accessibility of programs in the system to all minority students.

VI. Monitoring Mechanisms

The President will appoint a Multi-racial Coordinating Committee consisting of students, faculty, and administrators. The coordinating committee will elect its chairperson.

The coordination of all programs and policies related to the recruitment and retention of minority students at the University of Baltimore will be the responsibility of the campus Multi-racial Coordinating Committee. This committee will be responsible to the President of the University.

The department heads and the academic deans will coordinate all activities within their designated areas relating to minority students and will provide program information, operations procedures, progress briefs, and other pertinent data to the Multi-racial Coordinating Committee.

Both academic and non-academic grievances will be handled through normal university channels. It is expected that any person who has a grievance will seek to resolve the grievance with the appropriate persons within a division and/or department, and in the case of non-academic grievances, with appropriate administrative officers before bringing the grievance to the attention of the Multi-racial Coordinating Committee. If any grievance has racial overtones, the person having the grievance may present his case to the Multi-racial Coordinating Committee. This committee will make a recommendation to the President.

The campus Desegregation Plan will be evaluated annually by the Multi-racial Coordinating Committee. This committee will conduct an annual audit of the effectiveness of academic support and other retention programs, and submit written reports to the President on evaluations and recommendations regarding necessary modifications or improvements of the plan.

Final responsibility for implementation of the campus Desegregation Plan will rest with the President. On a yearly basis, the President will review the plan and analyze both efforts and progress made toward meeting the institution's goals. The President will submit an annual report to the Board of Trustees of the State Colleges, who will, in turn, forward it to the Maryland Council for Higher Education.

VII. Programmatic Goals

The University of Baltimore is committed to the implementation of short-range and long-range programs designed to increase the impact of the Desegregation Plan on our enrollment, our retention of minority students, and our employment of faculty and staff.

A. Academic Areas

1. Plan of Action

Programmatic goals which the University of Baltimore intends to achieve in the academic area are:

a. To develop mechanisms to identify the retention programs necessary to ensure the academic success of minority students, to implement these programs, and to review them periodically.

b. To provide academic advising and guidance to minority students on a non-discriminatory basis.

c. To encourage the adoption of a policy of joint appointment of faculty among the State colleges, and to encourage the active participation of our faculty in such a program.

d. To publicize the departmental specialty areas of the University in order to encourage students to select a school on the basis of program offerings.

2. Implementation

a. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the University and/or his designated officials.

b. Appropriate officials will prepare an annual audit of the progress toward these goals to be submitted to the Multi-racial Coordinating Committee for review and recommendations to the President.

B. Student Services

1. Plan of Action

Programmatic goals which the University of Baltimore intends to pursue and achieve in the area of student services are:

a. Further to intensify aggressive and comprehensive recruitment throughout the State in high schools, community colleges, state colleges, the private sector, and all other appropriate locations from which minority students might be attracted.

b. To evaluate, simplify and improve the efficiency of our admissions procedure, and to institute policies which will facilitate the ease of movement of students within the system of higher education of the State.

c. To provide service and information, and to administer all forms of state, federal, and institutional financial assistance to all students in accordance with corresponding legal requirements so that minority students will be given equal opportunities for financial aid.

d. To ensure that all students are permitted to participate in any and all extra-curricular activities offered under the aegis of the University; and to make certain that their participation will be encouraged and supported at all levels of the University.

e. To foster programs to encourage the exchange of ideas and impressions among minority students, faculty, and staff to the end of providing a constructive and harmonious educational and work environment.

f. To provide minority counselors to assist minority students in their personal situations as these arise and to make all counselors sensitive to the particular needs of minority students.

2. Implementation

a. Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the University and/or his designated officials.

b. The appropriate officials will submit an annual report on the progress toward these goals to the Multi-racial Coordinating Committee for review and recommendations to the President. The President will then transmit the substance of the report to the Board of Trustees of the State Colleges, who will, in turn, transmit it to the Maryland Council for Higher Education.

CHAPTER SIX

BEST COPY AVAILABLE

STATE COLLEGES SEGMENT

ST. MARY'S COLLEGE OF MARYLAND

(Under separate Board of Trustees)

DESEGREGATION PLAN
FOR
ST. MARY'S COLLEGE OF MARYLAND

I. Institutional Objectives

The objectives of St. Mary's College of Maryland with respect to the further integration of the College are as follows:

A. To make available to racial and ethnic minorities all programs, activities and facilities which constitute the College's total effort on a non-discriminatory basis.

B. To undertake affirmative programs of action to attract "other-race" students, faculty and staff to the College.

C. To provide educational opportunity and programs for "other-race" students in a manner which recognizes and attempts to overcome educational disadvantage and which offers reasonable prospects that serious and qualified "other-race" students can pursue their educational goals successfully at St. Mary's College of Maryland.

D. To develop programs and activities which give appropriate emphasis to the contributions of minorities to modern civilization and which also foster constructive and harmonious interaction between students, faculty, staff and community, regardless of race.

II. Student Composition

A. Objectives

It is the objective of this College to provide equal educational opportunities, an enriching environment and all necessary recruitment and supportive services to achieve a more representational distribution of "other-race" students at the College. More specifically, it is our goal to increase the representation of "other-race" students at this College so that by 1980 they will comprise at least 13 - 14% of our projected full-time enrollment.* The achievements of the past will form the foundation for the accomplishment of these objectives.

* The College in 1980 anticipates a full-time enrollment ranging from 1200 - 1444 students and a full-time equivalent enrollment ranging from 1444 - 1800 students.

B. Tactics

1. Recruitment

The 1973-74 College Catalogue (page 83) indicates our clear and active commitment to a non-discriminatory program of student recruitment: "St. Mary's College of Maryland seeks to attract capable students from a wide range of social, economic and ethnic groups and to enroll equal numbers of men and women. The College is committed to educating the broadest possible spectrum of qualified students and gives particular attention to those candidaces who represent one of the many minority groups which make up our society."

In order to operationalize this commitment we will undertake, or continue, the following actions:

a. The Assistant Director of Admissions, a black woman, will continue to be responsible for the overall coordination and implementation of our recruitment program for "other-race" students.

b. Efforts will be intensified to visit more high schools and community colleges throughout the State in order to more fully identify "other-race" candidates. Particular emphasis will be placed on the following geographic areas:

   (1) The Tri-County region (St. Mary's, Charles and Calvert Counties), our natural constituency and 25% black.

   (2) Metropolitan Baltimore

   (3) Metropolitan Washington and, particularly, the surrounding Maryland communities.

   (4) Other areas of the State with substantial "other-race" concentrations.

c. Black students enrolled at the College will be encouraged to assist actively in the recruiting effort.

d. Faculty and staff, both black and white, will be more fully utilized in the recruitment program in the "field"; by working with "other-race" high school students in the summer programs; and by maintaining contact with colleagues at community colleges so that two-year schools will be fully aware of programs at St. Mary's College of Maryland and can advise their students accordingly.

e. Alumni field representatives and admissions committees will be established with instructions to actively identify and solicit applications from "other-race" candidates.

f. Plans will be made to expand our practice of bringing student groups, by bus, to the campus from high schools in the local and metropolitan areas for one-day visits. These groups will come from predominantly black schools and will be accompanied by high school counselors.

g. Within the limits of our resources, both human and financial, efforts will be made to expand the pool of "other-race" candidates through identification and active solicitation of high school students who are qualified for but not presently considering a college experience; through identification and active solicitation of qualified high school graduates not enrolled in a post-secondary institution and through identification and active solicitation of "other-race" candidates for our part-time and evening continuing education programs.

h. Plans are currently underway to develop more and more effective promotional devices which will assist in presenting a favorable but realistic image of the College. Among other items we will prepare a mini-catalogue, curriculum brochures, a transfer brochure and a black student recruitment brochure. In the absence of a truly prestigious academic program, established professional or pre-professional programs or a significant black population at the College, we plan to stress our marine biology emphasis; our human development program; the chance to have a part in shaping a new institution; the delights of our rural setting and, particularly, the easy accessibility of water sports; participation in our program of colonial history and archaeology and the growing possibilities of independent study. Furthermore, greater use will be made of the media, and particularly the black media, in our attempt to better communicate the nature and direction of this institution to "other-race" candidates.

i. Concurrent with our public information efforts, we will ensure that all College publications reflect the pluralistic nature of this institution and demonstrate our commitment to the recruitment and retention of "other-race" students at every level and in all program areas of the College.

2. Admissions

The proposed Master Plan for the future development of the College states (pages 52 and 53) that "the College recognizes and affirms that it has a special obligation to recruit and educate minority and disadvantaged students" and that "strong efforts will be made to recruit those minority and other disadvantaged students for which a reasonable measure of success in our liberal arts curriculum can be predicted."

In our efforts to develop appropriate criteria which will assist us in predicting a "reasonable measure of success" it is our present practice and future intent to evaluate the whole person and to be particularly sensitive to the developmental contexts out of which many of our "other-race" applicants spring. For example, in addition to standard evaluative criteria such as high school grades and SAT scores it is our practice, when appropriate, to request a personal interview, student autobiography, letters of recommendation (not necessarily from teachers), information on family background, personal questionnaire, etc. In addition, we are equipped to evaluate creative work in art, science, music, writing, photography or reports of experience in community projects as integral parts of the application process. These procedures will be strengthened and evaluated regularly with the objective of determining their continued validity and eliminating any barriers created as a result of cultural differences among potential "other-race" applicants.

In addition, we will:

a. Develop diagnostic mechanisms to assess academic skill deficiencies of entering students. When deficiencies are identified, the college will develop supportive programs to increase the success potential of these students. Such programs will be reviewed annually by the Multi-Racial Coordinating Committee (see below) to ensure that they are meeting the students' expressed needs.

b. Follow-up applications from all "other-race" students to ensure that they perceive personalized interest on the part of the College.

c. Provide assistance to "other-race" students who may need help in satisfying standard admissions requirements; i.e. registering for a scholastic aptitude test or completing the admissions application.

d. Provide for waiver of the standard application fee for applicants for whom the fee poses a financial hardship.

e. Develop retention programs to provide special academic support services, designed to facilitate success for "other-race" students.

C. Implementation

St. Mary's College of Maryland will establish a Multi-Racial Coordinating Committee to assume desegregation and affirmative action functions. Leadership of the Committee will be identified and specified as accountable for directing Committee activities and responsible directly to the President. The Committee will also be responsible for making reports and recommendations to the President, who in turn will synthesize and transmit the reports to the Board of Trustees for review and forwarding to the Maryland Council for Higher Education. The Multi-Racial Coordinating Committee's budget recommendations will be reviewed by the President, and budget support will be provided by this officer for the operation of the College's desegregation/affirmative action office.

III. Financial Aid

A. Objectives

It is the objective of the College, within the limits of its financial assistance to those students accepted for admission whose personal and family resources are inadequate to meet the cost of a St. Mary's education. Within this general context we recognize the special needs of many "other-race" students and realize that unless there are significant immediate changes in the social and economic condition of these students, it must be assumed that they will continue to be subject to educational and employment discrimination and, thus, continue to require considerable financial assistance in pursuing their educational goals.

For the Fall Semester 1973-74, sixteen black students, about half the number on campus, are receiving financial aid in the form of student loans, work-study, BEOG or College scholarship funds. Although only 16% of the total students receiving financial aid, the "other-race" student's financial aid accounted for almost 32% of the College's total dollar aid commitment.

B. Tactics

The College will:

1. Ensure that all needy "other-race" applicants are advised of all available financial assistance resources.

2. Assist in the completion of required applications for financial assistance.

3. Make full utilization of the expanded "Other-Race Grants" programs provided within the State College System. In this connection we are especially pleased by the recent decision of the Governor to supplement our financial aid resources with a $20,000 allocation under the "Other-Race Grants" program.

4. Continue to involve "other-race" professional staff, particularly the Coordinator of Racial Integration, in the administration of its financial aid programs.

5. Continue to expand its employment of needy "other-race" students in part-time campus employment and, through its Career Services Center, aggressively expand off-campus employment options.

6. Continue to cooperate and work agressively with State officials who are in a position to make Senatorial and other State scholarships available to "other-race" students attending St. Mary's College of Maryland.

7. Attempt to augment currently available funds from public sources (local, State and Federal) through identification and active solicitation of private sources (business, foundation, union, civic, fraternal, etc.) in order to maximize the availability of financial aids to "other-race" students.

C. Implementation

Responsibility for the implementation of these objectives and policies will rest with the President of the College and/or his designated officials.

The Director of Financial Aid will submit a report of status, progress, and recommendations to the Multi-Racial Coordinating Committee, which will in turn report to the President for review in light of St. Mary's College's Desegregation Plan. In turn, the President will transmit the report to the Board of Trustees, and then to the Maryland Council for Higher Education.

IV. Faculty, Administrative and Staff Employment

A. Objectives

St. Mary's College of Maryland is committed to the principle that recruitment and appointment of faculty, administrators and staff shall be made solely on the basis of qualifications, without regard to race, sex, creed or color. In furtherance of this principle, the College pledges itself to pursue courses of action that will expand, rather than diminish, the role of other races, especially blacks, in leadership positions at this institution. The objective is to recruit and hire larger percentages of eligible "other-race" persons into faculty and administrative positions.

B. Tactics

1. Each division of St. Mary's College of Maryland will set its own employment goals in consultation with the Multi-Racial Coordinating Committee. In addition, divisions will receive assistance from the Multi-Racial Coordinating Committee with evaluating their hiring, promotions and salary procedures and with making modifications necessary in light of St. Mary's College's Desegregation Plan. Recommendations based on the results of these evaluations will be reported to the Multi-Racial Coordinating Committee.

2. Each division will recruit widely and in depth for all new positions. Advertisements for these positions will be placed in periodicals and placement services specializing in affirmative action recruitment and sent to institutions where they could be expected to come to the attention of "other-race" and women candidates.

3. Each division will establish interviewing committees in all administrative units whose makeup includes both minorities and women, where possible, with the requirement that reports be compiled regarding the efforts at recruitment, advertising, and interviewing. All candidates who are contacted and/or interviewed must be identified according to race and sex and the five most desirable candidates for the position must also be identified by race and sex and listed in order of the department's preference. Such information must be filed with the Multi-Racial Coordinating Committee.

4. The College will seek the assistance of the full-time professional on the staff of the Board of State Colleges in identifying "other-race" candidates for professional positions.

5. The College will seek the assistance of "other-race" administrators and faculty on our staff in the identification of prospective "other-race" candidates.

C. Implementation

Responsibility for the implementation of our employment objectives and policies will rest with the President of the College and/or his designated officials.

Evaluation of progress toward achievement of these objectives will be accomplished by the submission of an annual progress report compiled by each designated administrator or department head. These reports will be submitted to the Multi-Racial Coordinating Committee for review and recommendations to the President. The President will then forward the report to the Board of Trustees and, in turn, to the Maryland Council for Higher Education.

V. Administrative and Program Coordination and Specialty Areas

A. Objectives

It is our goal to encourage and attract "other-race" students to attend St. Mary's College of Maryland. Towards this goal it is our intention to further develop and communicate appropriate academic specialities and pre-professional programs and to strengthen our relations with other colleges in the State through increased inter-institutional cooperation in the areas of administrative and program coordination.

B. Tactics

1. The undergraduate academic program at St. Mary's College of Maryland is relatively unspecialized at this point in the College's development. We have, however, achieved real strength and substantial comparative advantage in the following areas: Biological Science (and particularly marine biology), Mathematics, Human Development (and particularly programs leading to careers in the "helping vocations") and Colonial American History. The uniqueness of each of these program areas on our campus and the uniqueness of our educational mission will be communicated widely throughout the State.

2. Counselors in high schools and community colleges and faculty at other institutions of higher education will be invited to visit the campus to observe, first-hand, the curriculum and facilities available to students enrolled in these speciality areas.

3. In addition to publicizing the academic speciality areas, the College will develop and implement faculty exchange programs with other State higher educational institutions and with Baltimore/Washington metropolitan area public school systems.

4. Each divisional chairman at this institution will be encouraged to make available to students a list of courses offered at other State colleges. It is our hope that these policies will encourage students to select a college on the basis of academic program offerings rather than the racial composition of the college.

5. This College will encourage the development of a system of transportation designed to facilitate the exchange of students between our campus and those in nearby areas.

6. In order to increase the "state pool" of qualified minority candidates, the College will seek out promising minority graduates who have interest in and potential for joining faculties and professional staffs of the State colleges. Names of such graduates will be forwarded to the Maryland Council for Higher Education as part of the regular desegregation monitoring and reporting system and will be shared with the affirmative action offices of the State colleges.

7. The institution will cooperate with the professional schools of the University of Maryland and with the Law School of the University of Maryland at Baltimore, with the aim of increasing the numbers of qualified minority students enrolled and sustained in these professional schools.

8. Publicity of the student and faculty mobility programs will be carried out within the College community through divisional notices and pamphlets. A brochure describing all the program options will be developed for distribution on campus as well as to prospective students and faculty. Included in general recruitment material and mass-media advertisements will be an explanation of the opportunities for student and faculty mobility. The objective of these actions is to expose both faculty and students to broader educational opportunities and learning experiences in the hope that students will be attracted to "other-race" colleges by having contact with faculty and students from those colleges.

C. Implementation

Responsibility for the implementation of the aforementioned objectives and policies will rest with the President of the College and/or his designated officials.

The Dean of Faculty will prepare an annual report outlining progress and submit this report to the Multi-Racial Coordinating Committee for review and recommendations to the President. In turn, the President will transmit the report to the Board of Trustees, and then to the Maryland Council for Higher Education.

VI. Programmatic Goals

A. Objectives

It is the intention of the College to develop all programs which are necessary to ensure that the environment of this institution-both academic and non-academic-is supportive of the efforts of all students to achieve a distinguished learning experience.

Towards this end the College will survey and assess the adequacy of its academic programs, physical facilities, and administrative services to serve all of its students. The results of this evaluation will be transmitted to the Multi-Racial Coordinating Committee, and forwarded by the Committee with recommendations to the President.

In addition, the College will plan and implement programs designed to maximize the retention of its minority and "other-race" student populations. In keeping with this purpose, attention will be paid to the expansion and diversification of curricular offerings, and to exploring new possibilities for obtaining financial assistance for minority and "other-race" students. In addition, St. Mary's College of Maryland will regularly evaluate all of its retention efforts, making modifications as required to achieve its desegregation goals.

B. Tactics

1. The College has developed over the past two years an Academic Skills Center which provides remedial instruction in communications, quantitative and study skills. This program will be strengthened. In addition we will undertake, given adequate levels of funding, a six-week summer Transitional Program.

2. Efforts will be increased to ensure inclusion of appropriate curricular material and academic courses in the College to reflect the contributions of blacks and other minorities. When appropriate, new courses will be added.

3. A new policy statement will be added to the faculty handbook to formally reinforce this commitment.

4. The divisional chairmen shall submit a report to the Dean of Faculty summarizing the inclusion of black studies curricular content in the courses offered by their divisions.

5. The College will actively seek support for the establishment of "other-race" faculty chairs at this institution.

6. The extra-curricula program of the College will continue to reflect "other-race" student interest on the campus. Programs will be evaluated in terms of "other-race" student participation and the extent to which "other-race" interests are included in the program.

7. Available dormitory space on the campus is and will continue to be assigned on the basis of student preferences without regard to race.

8. Special programs in human relations to improve race relations on the campus will be implemented as necessary.

9. The counseling staff of the College will continue to include "other-race" professionals.

10. Special orientation and advisement services for "other-race" students will be provided by multi-racial admissions, counseling, tutorial, and financial aid staff of the College, as necessary.

11. The Director of Institutional Research will undertake a detailed study of the retention patterns for "other-race" students at this College in order to identify the variables in the success or failure of the College's policies. When deficiencies are identified, the College will develop special programs to increase the success potential of these students. Such programs will be reviewed by the Multi-Racial Coordinating Committee on an annual basis.

In the development of the above programs, as well as all of our efforts to better serve the needs of "other-race" students, we must assume that where additional financial resources are indispensable to the implementation of equal opportunity programs, additional resources will be made available to the College. The College must look to the State for the bulk of the additional resources that are needed.

VII. Monitoring Mechanisms

St. Mary's College of Maryland will establish a Multi-Racial Coordinating Committee to assume desegregation and affirmative action functions. Leadership of the Committee will be identified and specified as accountable for directing Committee activities and responsible directly to the President. This office will also be responsible for making reports and recommendations to the President, who in turn will synthesize and transmit the reports to the Board of Trustees for review and forwarding to the Maryland Council for Higher Education. The Multi-Racial Coordinating Committee's budget recommendations will be reviewed by the President, and budget support will be provided by this officer for the operation of St. Mary's College's desegregation/affirmative action office.

CHAPTER SEVEN

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COMMUNITY COLLEGE
SEGMENT

OF THE
MARYLAND PLAN
FOR COMPLETING THE DESEGREGATION
OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS
IN THE STATE

COMMUNITY COLLEGE SEGMENT

INTRODUCTION

The first community colleges in Maryland were opened in 1946. Maryland's community colleges have always operated under the "open door" principle and have never been operated as a "dual" or segregated system. However, the State Board for Community Colleges recognizes its responsibility to urge the governing boards of the 16 community colleges to expand the role for blacks and other minorities in positions of educational leadership, such as trustees, presidents, deans, department heads, and faculty members. In addition, it is the State Board for Community Colleges' intention to continue to strive to remove financial, geographic, and academic barriers for citizens who desire to improve their lives through a community college educational experience.

1. STUDENT COMPOSITION

Maryland's community colleges are locally sponsored and locally controlled with the State providing up to 50 percent of the operating and capital budgets. Maryland's community colleges have been established to serve the postsecondary educational needs of a given political subdivision. They are basically commuter institutions offering a variety of transfer, career, and continuing education programs. The statutes also permit the establishment of regional community colleges serving two or more political subdivisions. One such institution has been established to serve four counties on the Eastern Shore. Currently, there are 16 community colleges serving 17 of Maryland's 24 political subdivisions. These colleges serve 16 counties (and the City of Baltimore) which encompass more than 93 percent of the State's total population. In fall 1972, Maryland's 16 community colleges enrolled 52,264 students (headcount).

Table 1 summarizes the black student enrollment, both full-time and part-time, by institution for fall 1971 and fall 1972. The total enrollment in 1971 was 47,671 and 52,264 in 1972.

Table 1

COMPARISON 1971, 1972 BLACK STUDENT ENROLLMENT

College	1971		1971	1971 % Total College Population	1972		1972	1972 % Total College Population	Per. Point INCR. (DECR.) 1971-1972
	F-T	P-T	Total		F-T	P-T	Total		
Allegany	7	3	10	.8	12	3	15	1.3	.5
Anne Arundel	65	33	98	3.1	77	60	137	3.8	.7
Baltimore	1,690	1,743	3,333	46.6	1,513	2,506	4,019	56.3	9.7
Catonsville	79	239	318	5.1	66	379	445	6.1	1.0
Cecil	6	4	10	1.9	14	3	17	2.5	.6
Charles	50	68	118	9.9	42	90	132	11.7	1.8
Chesapeake	55	75	130	20.8	32	74	106	18.2	(2.6)
Dundalk	6	21	27	5.4	13	34	47	7.4	2.0
Essex	55	84	139	3.0	62	60	122	2.2	(.8)
Frederick	22	48	70	5.8	30	25	55	5.0	(.8)
Garrett	—	—	—	—	—	—	—	—	—
Hagerstown	21	46	67	4.9	47	21	68	4.7	(.2)
Harford	69	67	136	5.8	87	80	167	6.3	.5
Howard	27	41	68	9.4	63	71	134	14.3	4.9
Montgomery	182	203	385	4.0	202	228	430	4.0	.0
Prince George's	262	619	881	12.3	400	826	1,226	15.5	3.2
TOTAL	2,496	3,294	5,790	12.2	2,660	4,460	7,120	13.6	1.4

SOURCE: State Board for Community Colleges

Table 2 summarizes the racial distribution of June 1972 graduates in Maryland's community colleges.

Table 2

RACIAL DISTRIBUTION OF JUNE 1972 GRADUATES OF MARYLAND'S SECONDARY SCHOOLS ENROLLED IN PUBLIC COMMUNITY COLLEGES

College	BLACK		WHITE		OTHER		TOTAL	
	#	%	#	%	#	%	#	%
Allegany	8	2.7	289	97.0	1	0.3	298	100
Anne Arundel	49	3.7	1,252	95.2	14	1.1	1,315	100
Baltimore	649	55.2	501	42.6	25	2.1	1,175	100
Catonsville	10	1.0	1,015	98.7	3	0.3	1,028	100
Cecil	2	1.9	104	98.1	0	0	106	100
Charles	32	20.0	123	76.9	5	3.1	160	100
Chesapeake	25	19.8	101	80.2	0	0	126	100
Dundalk	5	11.4	38	86.4	1	2.3	44	100
Essex	32	2.7	1,159	96.1	15	1.2	1,206	100
Frederick	35	10.0	313	89.7	1	0.3	349	100
Garrett	0	0	50	100.0	0	0	50	100
Hagerstown	36	8.8	373	91.2	0	0	409	100
Harford	92	8.2	1,001	89.2	29	2.6	1,122	100
Howard	16	11.8	110	80.9	10	7.4	136	100
Montgomery	36	1.8	1,861	91.7	133	6.6	2,030	100
Prince George's	185	15.2	1,003	82.1	33	2.7	1,221	100
TOTAL	1,212	11.2	9,293	86.2	270	2.5	10,775	100

SOURCE: State Board for Community Colleges

The State Board for Community Colleges urges that local community college governing boards increase their efforts to retain minority students and to give those students the best chance of success in those programs in which they are enrolled.

* * * * * * * *

2. EMPLOYMENT COMPOSITION

The Maryland State Board for Community Colleges recommends that:

a) Community colleges comply with Higher Education Guidelines--Executive Order 11246 as revised--published by the Department of Health, Education and Welfare;

b) Each community college develop a written affirmative action program as required by the above Executive Order;

c) Community colleges redirect their recruitment programs to insure that information about vacancies is made available to members of minority groups and to women. The colleges should also continue to encourage minority group members and women to apply for available positions;

d) All job criteria and qualifications be carefully examined to see that they (1) are clearly stated; (2) related specifically to the job being described; and (3) allow for and recognize training, education, background, and experience which are appropriate to the job although perhaps different from traditional requirements;

e) The candidate selection process for employment and for promotion be carefully reviewed, especially the ways by which job criteria are applied to individual candidates, to insure full equality of opportunity in the selection process;

f) Community colleges endeavor to see that any existing inequities in salaries or in opportunities for tenure and promotion for women and minority group members who are presently members of community college staffs are eliminated.

g) Community colleges increase the numbers of minority administrative and high level classified staff which they employ through the establishment of internships and training programs designed to prepare these incumbent minority personnel for employment in such positions.

Table 3 summarizes employment by race for Maryland's community colleges in 1972.

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Table 3

EMPLOYMENT BY RACE, FALL 1972
MARYLAND COMMUNITY COLLEGES

College	White Non-Professional		Black Non-Professional		Other Non-Professional		White Faculty		Black Faculty		Other Faculty		White Admin-istrative		Black Admin-istrative		Other Admin-istrative		Total Non-Professional		Total Faculty		Total Admin-istrative	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	46	1	0	0	0	0	69	10	0	0	1	0	13	0	0	0	0	0	46	1	70	10	13	0
Anne Arundel	65	3	11	0	0	0	146	44	0	1	1	0	13	1	1	0	0	0	76	3	147	45	14	1
Baltimore	42	57	55	64	1	2	150	112	20	45	0	3	17	2	6	1	0	0	98	123	170	160	23	3
Catonsville	148	16	28	0	0	0	177	149	6	6	0	0	51	1	3	1	0	0	176	16	183	155	54	2
Cecil	7	0	0	0	0	0	12	26	0	0	0	0	6	0	0	0	0	0	7	0	12	26	6	0
Charles	31	5	8	2	0	0	39	47	2	2	0	0	7	0	0	0	0	0	39	7	41	49	7	0
Chesapeake	24	4	7	0	0	0	22	28	0	1	1	0	11	4	0	0	0	0	31	4	23	29	11	4
Dundalk	11	3	3	0	0	0	12	40	1	2	0	0	4	0	1	0	1	0	14	3	13	42	6	0
Essex	143	20	12	0	0	0	150	116	3	2	4	1	14	0	0	0	0	0	155	20	157	119	14	0
Frederick	32	2	1	0	0	0	31	37	1	0	0	1	16	0	0	0	0	0	33	2	32	38	16	0
Garrett	9	2	0	0	0	0	9	13	0	0	0	0	5	0	0	0	0	0	9	2	9	13	5	0
Hagerstown	44	2	0	0	0	0	61	27	0	1	1	0	21	0	0	0	0	0	44	2	62	28	21	0
Harford	102	54	8	1	1	1	66	64	2	0	1	0	17	0	0	0	0	0	111	56	69	64	17	0
Howard	21	7	7	2	0	0	30	88	1	5	0	1	14	0	0	1	0	0	28	9	31	94	14	1
Montgomery:																								
Rockville	260	36	35	1	8	2	267	167	6	4	2	2	28	0	0	0	1	0	303	39	275	173	29	0
Takoma Park	55	5	19	1	2	1	96	113	4	3	0	6	5	0	0	0	0	0	76	7	100	122	5	0
Prince George's	135	66	56	6	1	1	219	160	13	6	7	6	28	0	3	0	0	0	192	73	239	172	31	0
TOTAL	1,175	283	250	77	13	7	1,556	1,241	59	78	18	20	270	8	14	3	2	0	1,438	367	1,633	1,339	286	11

F-T—Full-time P-T—Part-time

SOURCE: State Board for Community Colleges

The State Board for Community Colleges requires that affirmative action plans formally approved by the Office for Civil Rights (Department of Health, Education and Welfare) be submitted to the State Board for Community Colleges prior to July 1, 1974.

* * * * * *

3. FINANCIAL AID

Maryland's community college tuition averages $325 annually. Thus, the colleges meet the criteria established by the College Entrance Examination Board for low-cost institutions; that is, tuition and fees of less than $400 annually.[1] However, the $325 tuition along with the several fees charged by institutions is still a financial barrier to college for many citizens. In an attempt to remove this barrier, Maryland's community colleges initiated extensive student financial aid programs.

Financial aid is limited almost exclusively to full-time students. During the five-year period of 1966 through 1970 the total amount of student financial aid administered by the community colleges increased from $72,123 to $1,616,369, an increase of over 2100 percent, while full-time enrollment increased by only 89.5 percent. Clearly then, increases in financial aid have greatly surpassed increases in full-time enrollment (see Table 4).

Over the same five-year period the percentages of funds received from federal, State, and local sources underwent significant changes. The percentage of assistance from federal sources increased from 10 percent to 56 percent, the percentage of assistance from local sources decreased from 77 percent to 38 percent, and the percentage of assistance from State sources decreased from 13 percent to 6 percent. Although all these sources showed absolute dollar increases, it is apparent that the federal role is becoming predominant.[2]

Table 4 shows that State financial aid to students has not increased significantly over the five-year period. Community college students in 1970 received $60,690 from the Maryland Scholarship System, or only 1.1 percent of the total $5,200,000 awarded. In addition, in 1970 community college students received $33,987 in Maryland Higher Education Loan Corporation funds, or less than 1 percent of the annual loan total of $4,000,000. In view of these facts, it is recommended that community college students be given the same consideration in the allocation of State scholarship and loan funds as that extended to students attending four-year institutions.

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[1] Statewide Master Plan for Community Colleges in Maryland, 1973-1983, Maryland State Board for Community Colleges, Annapolis, Md., October 1973. P. 12.

[2] Ibid., p. 12.

Table 4

MARYLAND PUBLIC COMMUNITY COLLEGE FINANCIAL AID SUMMARY

Financial Aid Programs	1970 #	1970 $	1969 #	1969 $	1968 #	1968 $	1967 #	1967 $	1966 #	1966 $
Scholarships & Grants in Aid										
Education Opportunity Grants	555	161,296	337	91,841	166	33,562	104	23,200	2	600
Nursing Student Scholarships	167	59,242	49	18,455	15	1,950	–	–	–	–
House of Delegates Scholarships	34	9,035	11	2,700	2	492	–	–	–	–
General State Scholarships	61	18,930	65	17,728	38	6,912	9	2,675	2	425
Senatorial Scholarships	137	32,725	69	12,550	2	500	4	600	–	–
Other	2249	314,785	2079	268,538	1336	157,091	433	57,800	189	33,857
Total	3203	$ 596,013	2610	$411,812	1559	$200,507	550	$ 84,275	193	$34,882
Loans										
Md. Higher Education Loan Corp.	59	33,987	31	28,212	27	25,766	11	14,733	–	–
NDEA	611	184,061	385	87,974	249	57,686	84	17,125	44	8,790
Other	488	125,281	213	43,674	63	10,685	23	4,000	2	900
Total	1158	$ 343,329	629	$159,860	339	$ 94,137	118	$ 35,858	46	$ 9,690
Employment										
College Work-Study Program	1177	494,065	720	267,489	479	161,411	223	69,788	27	5,573
Other	484	182,962	400	108,114	329	94,967	191	47,271	99	21,978
Total	1661	$ 677,027	1120	$375,603	808	$256,378	414	$117,059	126	$27,551
Grand Total	6022	$1,616,369	4359	$947,275	2706	$551,022	1082	$237,192	365	$72,123
Average Scholarships & Grants in Aid		$186		$153		$129		$153		$181
Average Loans		$296		$254		$278		$304		$211
Average Employment Compensation		$408		$335		$317		$283		$219
Percent of Aid by Category										
Scholarships & Grants in Aid		37%		44%		36%		36%		48%
Loans		21%		17%		17%		15%		13%
Employment		42%		39%		47%		49%		39%
Percent of Aid by Source										
Federal		56%		49%		46%		46%		10%
State		6%		6%		6%		8%		13%
Local		38%		45%		48%		46%		77%

SOURCE: State Board for Community Colleges

Table 5 indicates in columns 2 and 3 that community colleges serve more students from higher income families than proportionately exist in the State and serve proportionately fewer students from lower income families.

Table 5

COMPARISON OF HOUSEHOLD INCOME DISTRIBUTION OF COMMUNITY COLLEGE STUDENTS RECEIVING FINANCIAL ASSISTANCE; COMMUNITY COLLEGE STUDENTS ENROLLED FULL-TIME; AND RESIDENTS OF POLITICAL SUBDIVISIONS SERVED BY COLLEGE STATEWIDE COMMUNITY COLLEGE SUMMARY 1970-1971

Household Income Levels	Household Income/Percent Distribution of Unduplicated Community College Students Receiving Assistance 1970 - 1971	Estimated Household Income/Percent Community College Students Enrolled Full-Time 1970 - 1971	Estimated Household Income/Percent Distribution In State 1970
$0 - 2999	503 16.6%	982 5.0%	148118 12.5%
$3000 - 5999	742 24.5%	1762 9.1%	224079 18.8%
$6000 - 7499	616 20.3%	2904 15.0%	158332 13.3%
$7500 - 8999	590 19.5%	3454 17.8%	149147 12.5%
$9000 - 11999	433 14.3%	4615 23.8%	185852 15.6%
Over $12000	149 4.8%	5697 29.3%	324288 27.3%
Total	3032 100%	19414 100%	1189816 100%

SOURCE: State Board for Community Colleges

If the open door admissions program is to be a meaningful reality, community colleges should increase their efforts to make their programs more accessible to students from low income families by improving their financial aid programs. Wherever possible, the financial aid office should assist the transfer student in securing financial aid information from the four-year college he plans to attend.

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4. ADMINISTRATIVE COORDINATION

The State Board for Community Colleges is the State-level agency responsible for the coordination of community college activities and programs. Acting in this capacity, the State Board has stated that Maryland's community colleges should be open door institutions with respect to financial, social, academic, and geographic accessibility. In keeping with this commitment the State Board has adopted the following resolutions as official policy:

RESOLUTION ON EDUCATIONAL OPPORTUNITIES

WHEREAS, the community colleges of Maryland are a fully integrated system and there are no separate black and white colleges; and

WHEREAS, the presidents of the community colleges individually have indicated their support for providing educational opportunities for all students or minority groups; now

THEREFORE, BE IT RESOLVED, that the State Board for Community Colleges reiterates its policy that the community colleges of Maryland will provide educational opportunities to all, regardless of race, religion, sex, or national origin.

Adopted by the Maryland State
Board for Community Colleges
October 7, 1970

RESOLUTION ON EQUAL EMPLOYMENT OPPORTUNITIES

WHEREAS, the community colleges of Maryland are a fully integrated system and there are no separate black and white colleges; and

WHEREAS, the presidents of the community colleges individually have indicated their support for providing equal opportunities for employment for all;

NOW, THEREFORE, BE IT RESOLVED, that the State Board for Community Colleges reiterates its policy that the community colleges of Maryland and the State Board for Community Colleges provide equal employment opportunities for all, regardless of race, religion, sex, or national origin.

Approved by the Maryland State
Board for Community Colleges
June 28, 1973

* * * * * * * * *

5. PROGRAM COORDINATION

At the present time tuition charges assessed to out-of-county residents more than double the cost of attendance at a community college. The State Board for Community Colleges has consistently supported chargeback legislation which will remove the financial barrier for minority students in attending community colleges outside their subdivision of residence. Legislation of this nature, if adopted by the General Assembly, will help to equalize educational opportunities for all the citizens of Maryland regardless of their place of residence.

In the enforcement of The Student Transfer Policy Agreement, particular attention will be given to facilitating the movement of minority students from community colleges to four-year institutions.

The State Board for Community Colleges will take into account the racial impact and new community colleges or community college campuses would have in existing four-year colleges. The State Board for Community Colleges will not recommend the establishment of any such college or campus where such a policy would have a negative impact on the racial balance of existing institutions.

* * * * * * * * *

6. PROGRAMMATIC GOALS; PROJECTIONS OF RACIAL COMPOSITION; TIMETABLES

A) Programmatic Goals

In keeping with its commitment to open access institutions, the State Board for Community Colleges has recommended the continuance of high quality transfer programs leading to guaranteed admission to a public senior college for all qualified graduates. The State Board believes that this concept is inherent in tripartite structure of higher education. The Board has also urged the expansion of occupational programs at the degree and certificate levels and adult educational opportunities in response to State manpower requirements.

To further implement the open access concept, the State Board has consistently supported the expansion of effective student advisement and counseling services on each community college campus. Each community college has been urged to provide adequate financial support to implement this objective.

Many individuals, including minority students, enter a community college unprepared to pursue an educational objective effectively. To meet the needs of these students the State Board has encouraged community colleges to provide developmental courses and services designed to improve oral, written study, reading and mathematical skills. The Board has further recommended that developmental courses be evaluated on a systematic basis in the light of subsequent student performance in regular academic courses.

At the present time, State aid for community colleges is determined primarily on the basis of full-time equivalent enrollment. The State Board has recommended that additional supplemental State funds be provided to institutions serving large numbers of minority students.

B) Projections of Racial Composition

Since Community Colleges are locally-oriented institutions, with in-county students accounting for more than 90 percent of the total enrollment, they should establish minority enrollment projections consistent with their service area. Enrollment projections are, therefore, related to the percentage of blacks enrolled in the public schools.

Table 6 projects black student enrollment based upon the actual 1972-1973 percentage of black students in the public elementary schools of the county (city) in which the institution is located.

Table 6

PERCENTAGE OF RACIAL COMPOSITION
OF FULL-TIME UNDERGRADUATE STUDENTS
IN MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION,
BY INSTITUTION
1972 ACTUAL AND 1980 PROJECTED RANGES

	1972 ACTUAL			1980 PROJECTED RANGES		
	Full-time Undergrads All Races	Full-time Undergrads Black	% Black	Full-time Undergrads All Races	Range of Full-time Undergrads Black	Range of Percent Black
COMMUNITY COL.						
Allegany	805	12	1.5%	853	17	2%
Anne Arundel	1,620	77	4.8	2,218	288	13
Catonsville	2,651	66	2.5	3,071	154	5
Cecil	189	14	7.4	320	22	7
Charles	389	42	10.8	810	275	34
Chesapeake	327	32	9.8	384	115	30
C.C. Balt.	2,698	1,513	56.1	2,986	2,120	71
Dundalk	138	13	9.4	618	31	5
Essex	2,612	62	2.4	2,986	149	5
Frederick	462	30	6.5	682	68	10
Garrett	107	-	-	149	-	-
Hagerstown	793	47	5.9	1,066	53	5
Harford	943	87	9.2	1,280	115	9
Howard	317	63	19.9	1,258	151	12
Montgomery	5,799	202	3.5	7,677	537	7
Pr. George's	3,451	400	11.6	5,642	1,467	26
TOTAL	23,301	2,660	11.4	32,000	5,562	17.4

SOURCE: Governor's Desegregation Task Force

C) Timetables

Community colleges should move to meet the projections of racial composition by 1980. Each institution will be required to report progress as required by the Maryland Council for Higher Education.

* * * * *

7. MONITORING MECHANISMS

The State Board for Community Colleges has urged each community college to adopt institutional commitments consistent with the Board's policy statements on admission and equal employment opportunities. The State Board will maintain an ongoing evaluation of the 16 community colleges and make reports as required to the Maryland Council for Higher Education.

The State Board also requests that each institution conduct follow-up studies for both transfer and occupational students and that these data be made available for review by the appropriate State agencies.

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APPENDIX A

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SEGMENT-WIDE AND INSTITUTIONAL DATA COLLECTED BY THE MARYLAND COUNCIL FOR HIGHER EDUCATION

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APPENDIX A

UNIVERSITY OF MARYLAND DATA

1970-1973

SOURCE: Data provided by the University of Maryland Central Administration, January 1974

UNIVERSITY OF MARYLAND

RACIAL COMPOSITION
OF THE
BOARD OF REGENTS

1953-1973

Year Ending June 30	No. of Members	No. of White	No. of Black
1953	11	11	0
1954	11	11	0
1955	11	11	0
1956	11	11	0
1957	11	11	0
1958	11	11	0
1959	11	11	0
1960	11	11	0
1961	11	11	0
1962	11	11	0
1963	11	11	0
1964	11	11	0
1965	11	11	0
1966	11	11	0
1967	11	11	0
1968	11	11	0
1969	11	11	0
1970	13	12	1
1971	13	11	2
1972	13	11	2
1973	13	11	2
1974	13	11	2

UNIVERSITY OF MARYLAND

STUDENT ENROLLMENT, FULL-TIME/PART-TIME, BY RACE, FALL 1970-1973

	1970		1971		1972		1973	
	FT	PT	FT	PT	FT	PT	FT	PT
BALTIMORE CITY								
Undergrad								
White	772	NA	652	0	819	6	957	16
Black	23	NA	33	0	37	5	56	2
Other	13	NA	8	0	14	0	27	1
Total	808	NA	693	0	870	11	1040	19
Graduate								
White	617	NA	632	71	638	118	607	182
Black	77	NA	70	10	73	13	88	13
Other	8	NA	5	1	17	1	11	2
Total	702	NA	707	82	728	132	706	197
First Professional								
White	1570	NA	1438	203	1490	218	1447	233
Black	53	NA	78	9	106	13	131	24
Other	18	NA	20	0	34	2	25	2
Total	1641	NA	1536	212	1630	227	1603	259
BALTIMORE COUNTY								
Undergrad								
White	2759	NA	3396	NA	4122	NA	4405	NA
Black	153	NA	285	NA	440	NA	613	NA
Other	42	NA	31	NA	49	NA	45	NA
Total	2954	NA	3712	NA	4611	NA	5063	NA
Graduate								
White	NA	NA	24	NA	30	NA	43	NA
Black	NA	NA	2	NA	5	NA	2	NA
Other	NA	NA	2	NA	2	NA	5	NA
Total	21	NA	28	NA	37	NA	50	NA
COLLEGE PARK								
Undergrad								
White	NA	NA	NA	NA	23104	2174	21922	1651
Black	861	83	1169	62	1256	65	1629	144
Other	NA	NA	NA	NA	499	47	730	116
Total	25066	1654	25667	2011	24859	2286	24281	1911
Graduate								
White	NA	NA	NA	NA	3284	3485	6525	
Black	130	175	112	168	150	120	134	139
Other	NA	NA	NA	NA	86	53	156	153
Total	-7444-		-7219-		3520	3658	-7107-	

NA-Not Available

UNIVERSITY OF MARYLAND

STUDENT ENROLLMENT, FULL-TIME/PART-TIME, BY RACE, FALL 1970-1973

	1970		1971		1972		1973	
	FT	PT	FT	PT	FT	PT	FT	PT
EASTERN SHORE								
Undergrad								
White	183		192		211		205	64
Black	593		574		628		597	81
Other	0		10		29		88	3
Total	776		776		868		890	148
UNIVERSITY COLLEGE	*		**		***		****	
Undergrad								
White			4232		7739		896	5837
Black			429		655		95	602
Other			110		284		31	290
Total			4771		8678		1022	6648
Graduate								
White							30	573
Black							3	41
Other							1	12
Total							34	626

---

* No racial survey taken - 11,278 students (10,266 undergraduate, 1,012 graduate).

** The 1971 survey did not break students into full or part-time, graduate or undergraduate. 4771 students out of 11,228 responded to the survey. (6,457 no response).

*** The 1972 survey did not break students into full or part-time or graduate or undergraduate. 8678 students out of 11,875 responded to the survey (3,198 no response)

****The 1973 survey had 8330 students out of 10,837 respond. (2507 no response). The survey did not cover 676 students enrolling for the second eight-week term beginning October 29, 1973.

UNIVERSITY OF MARYLAND

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
BALTIMORE CITY				
Administrators				
White	NA	NA	NA	NA
Black	NA	NA	NA	NA
Other	NA	NA	NA	NA
Total	NA	NA	NA	NA
Faculty				
Professor				
White	NA	NA	121	113
Black	NA	NA	0	1
Other	NA	NA	1	0
Total	NA	NA	122	114
Associate Professor				
White	NA	NA	117	138
Black	NA	NA	4	6
Other	NA	NA	6	9
Total	NA	NA	127	153
Assistant Professor				
White	NA	NA	245	280
Black	NA	NA	15	24
Other	NA	NA	13	18
Total	NA	NA	273	322
Instructor				
White	NA	NA	111	144
Black	NA	NA	11	17
Other	NA	NA	6	5
Total	NA	NA	128	166
Other				
White	NA	NA	63	62
Black	NA	NA	1	3
Other	NA	NA	5	4
Total	NA	NA	69	69
Classified				
White	NA	NA	NA	NA
Black	NA	NA	NA	NA
Other	NA	NA	NA	NA
Total	NA	NA	NA	NA

NA - Not available.

UNIVERSITY OF MARYLAND

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
BALTIMORE COUNTY				
Administrators	NA			
White		21	21	20
Black		6	6	8
Other		1	1	1
Total		28	28	29
Faculty				
Professor				
White			18	20
Black			2	3
Other	TOTAL FACULTY	TOTAL FACULTY	3	3
Total			23	26
Associate Professor				
White	180	163	41	56
Black	9	17	3	2
Other	3	5	1	2
Total	192	185	45	60
Assistant Professor				
White			96	108
Black			6	7
Other			5	5
Total			107	120
Instructor				
White			37	46
Black			8	9
Other			2	2
Total			47	57
Other		NON-ADMIN ASSOC. ST		
White	27	28	67	68
Black	3	2	11	15
Other	0	1	2	5
Total	30	31	80	88
Classified *				
White	110	163	206	234
Black	19	26	33	44
Other	1	1	2	5
Total	130	190	241	283

* 3 high-level administrators (white) included in administrator category for all years except 1969-70 and 1970-71, and subtracted from classified category.

NA - Not available.

UNIVERSITY OF MARYLAND

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
COLLEGE PARK				
Administrators				
White			86	
Black			1	
Other			0	
Total			87	
Faculty				
Professor				
White		-	341	
Black		3	4	4
Other		-	11	
Total		400	356	
Associate Professor				
White		-	387	
Black		3	5	6
Other		-	8	
Total		369	400	
Assistant Professor				
White		-	431	
Black		9	10	11
Other		-	12	
Total		441	453	
Instructor				
White		-	210	
Black		13	7	9
Other		-	6	
Total		231	223	
Other	Total Non-classified			
White	2277		1076	
Black	77		85	
Other	116		54	
Total	2470		1215	
Classified				
White	2424	Total Classified	2704	Total Classified
Black	698		753	
Other	48		34	
Total	3170	3340	3481	3505

UNIVERSITY OF MARYLAND

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
EASTERN SHORE	INFORMATION NOT AVAILABLE			
Administrators				
White		8	13	15
Black		18	24	28
Other		1	3	4
Total		27	40	47
Faculty				
Professor				
White		1	2	2
Black		6	5	6
Other		1	1	1
Total		8	8	9
Associate Professor				
White		1	4	4
Black		4	2	4
Other		0	1	2
Total		5	7	10
Assistant Professor				
White		11	16	19
Black		18	19	15
Other		4	6	5
Total		33	41	39
Instructor				
White		9	5	4
Black		9	11	9
Other		1	0	2
Total		19	16	15
Other				
White		2	4	6
Black		3	1	2
Other		0	2	1
Total		5	7	9
Classified				
White		17	22	25
Black		91	100	104
Other		1	1	1
Total		109	123	130

UNIVERSITY OF MARYLAND

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
UNIVERSITY COLLEGE				
Administrators				
White	NA	NA	61	52
Black	NA	NA	6	6
Other	NA	NA	0	0
Total	51	59	67	58
Faculty				
Professor				
White				
Black				
Other				
Total				
Associate Professor				
White				
Black				
Other				
Total				
Assistant Professor				
White				
Black				
Other				
Total				
Instructor				
White				
Black				
Other				
Total				
Other (Lecturers)				
White	NA	NA	19	29
Black	NA	NA	0	0
Other	NA	NA	1	0
Total	30	29	20	32
No Response			16	3
Classified				
White	NA	NA	99	117
Black	NA	NA	31	33
Other	NA	NA	4	6
Total	128	138	134	156

NA - Not Available

UNIVERSITY OF MARYLAND

STUDENT FINANCIAL ASSISTANCE, BY CATEGORY, IN DOLLARS, 1970-1973

	1970	1971	1972	1973
BALTIMORE CITY				
Other Race Scholarships				
All Other Scholarships	NA	$ 356,161*	$ 657,998*	$ 932,240*
All Other Fin. Assistance	NA	355,428*	674,849*	798,170*
Total		$ 711,589*	$1,332,847*	$1,730,410*
BALTIMORE COUNTY				
Black Scholarships	-0-	-0-	$ 15,000	$ 16,800
Other Race Scholarships	-0-	-0-	-0-	-0-
All Other Scholarships-UMBC	$ 89,647	$ 145,863	99,873	244,476
All Other Fin. Assistance	251,189	315,479	426,520	286,010
Total	$ 340,836	$ 461,342	$ 541,393	$ 547,286
COLLEGE PARK				
Other Race Scholarships	-0-	-0-	-0-	-0-
All Other Scholarships	$2,284,107	$2,638,253	$2,736,090	$2,958,000
All Other Fin. Assistance	1,727,445	2,265,764	2,388,320	2,475,250
Total	$4,011,552	$4,904,017	$5,124,410	$5,433,250
EASTERN SHORE				
Other Race Scholarships	**	**	**	**
All Other Scholarships	$ 35,000	$ 39,300	$ 41,583	$ 46,170
All Other Fin. Assistance	281,425	434,044	285,441	216,775
Total	$ 316,425	$ 473,344	$ 327,024	$ 262,945
UNIVERSITY COLLEGE				
Other Race Scholarships				
All Other Scholarships				
All Other Fin. Assistance***	$ 169,089	$ 151,150	$ 171,469	$ 255,244
Total				

NA - Not available.

* - Does not include School of Social Work and Community Planning.

** - All scholarships at UMES are open to students of any race, sex, etc.

***- Law Enforcement Education Program

UNIVERSITY OF MARYLAND
SUMMARY OF CAPITAL APPROPRIATIONS
FISCAL YEARS 1969-1973

	1969	1970	1971	1972	1973
UNIVERSITY OF MARYLAND AT BALTIMORE					
PROFESSIONAL SCHOOLS	$ 6,788,000	$ 2,959,400	$ 1,718,100	$16,914,800	$19,131,400
UNIVERSITY HOSPITAL	222,500	1,669,400	35,000	2,636,700	3,588,000
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY	3,276,600	4,075,600	2,354,100	5,268,400	1,819,000
UNIVERSITY OF MARYLAND, COLLEGE PARK	8,462,600	4,368,200	6,109,100	10,640,800	4,885,200
UNIVERSITY OF MARYLAND, EASTERN SHORE	697,900	1,941,000	975,800	951,500	482,000
UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL AND ESTUARINE STUDIES	678,000	15,000	386,600	120,000	510,000
TOTAL	$20,125,600	$15,028,600	$11,578,700	$36,532,200	$30,415,600

APPENDIX A

MARYLAND STATE COLLEGES DATA

1970-1973

SOURCE: Data provided by the Board of Trustees of State Colleges, January 1974

RACIAL COMPOSITION OF THE BOARD OF TRUSTEES OF THE STATE COLLEGES

YEAR ENDING JUNE	NO. OF MEMBERS	NO. OF WHITE	NO. OF BLACK
1963	9	8	1
1967	9	7	2
1972	8	7	1
1973	8	6	2

Note: The Board of Trustees-State Colleges was established in 1963.

STUDENT ENROLLMENT, FULL-TIME/PART-TIME, BY RACE, FALL 1970-1973

	1970		1971		1972		1973	
	FT	PT	FT	PT	FT	PT	FT	PT
BOWIE STATE								
Undergraduate								
White	311	236	350	220	446	195	304	247
Black	904	87	798	207	1,078	165	1,218	199
Other	59	33	76	47	72	27	196	40
Total	1,274	356	1,224	474	1,596	386	1,718	486
Graduate								
White		295		303		398		609
Black		333		305		364		408
Other		39		47		53		15
Total		667		655		815		1,032
COPPIN STATE								
Undergraduate								
White	69	10	73	12	91	14	120	58
Black	1,042	316	1,505	304	1,570	258	1,502	555
Other	0	0	0	0	6	0	7	0
Total	1,111	326	1,578	316	1,667	272	1,629	613
Graduate								
White		143		166		170		201
Black		294		416		280		543
Other		7		12		20		41
Total		444		594		470		785
FROSTBURG STATE								
Undergraduate								
White	1,913	148	2,172	133	2,308	103	2,434	126
Black	41	0	83	2	114	1	116	1
Other	53	0	59	0	62	0	64	0
Total	2,007	148	2,314	135	2,484	104	2,614	127
Graduate								
White		180		277		331		412
Black		0		10		11		11
Other		0		0		3		8
Total		180		287		345		431

MARYLAND STATE COLLEGES

STUDENT ENROLLMENT, FULL-TIME/PART-TIME, BY RACE, FALL 1970-1973

	1970		1971		1972		1973	
	FT	PT	FT	PT	FT	PT	FT	PT
MORGAN STATE								
Undergraduate								
White	137	115	148	45	156	51	134	20
Black	3,668	343	3,788	442	4,156	866	3,717	1,085
Other	10	16	30	5	28	9	14	0
Total	3,815	474	3,966	492	4,340	926	3,865	1,105
Graduate								
White		287		406		441		444
Black		360		388		527		523
Other		19		60		72		48
Total		666		854		1,040		1,015
SALISBURY STATE								
Undergraduate								
White	1,278	98	1,446	269	1,574	363	1,710	330
Black	15	2	21	0	71	24	130	42
Other	6	0	9	0	10	1	13	6
Total	1,299	100	1,476	269	1,655	388	1,853	378
Graduate								
White		135		187		285		376
Black		33		52		31		59
Other		0		0		0		8
Total		168		239		316		443
TOWSON STATE								
Undergraduate								
White	5,350	2,080	5,801	2,162	5,717	3,381	6,491	3,755
Black	161	21	194	42	392	61	502	96
Other	156	37	185	87	585	27	83	64
Total	5,667	2,138	6,180	2,291	6,694	3,469	7,076	3,915
Graduate								
White		1,921		2,150		1,122		1,335
Black		74		80		91		99
Other		19		31		20		25
Total		2,014		2,261		1,233		1,459

MARYLAND STATE COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

BOWIE STATE	1970	1971	1972	1973
Administrators	INFORMATION NOT AVAILABLE	INFORMATION NOT AVAILABLE		
White			6	10
Black			26	38
Other			0	2
Total			32	50
Faculty				
Professor				
White			10	9
Black			9	12
Other			0	0
Total			19	21
Associate Professor				
White			15	18
Black			17	16
Other			1	1
Total			33	35
Assistant Professor				
White			13	16
Black			21	25
Other			1	1
Total			35	42
Instructor				
White			10	12
Black			27	29
Other			5	7
Total			42	48
Other				
White			NA	39
Black			NA	21
Other			NA	17
Total			NA	77
Classified				
White			48	52
Black			153	165
Other			0	0
Total			201	217

NA - Not available

MARYLAND STATE COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

COPPIN STATE	1970	1971	1972	1973
Administrators	INFORMATION NOT AVAILABLE	INFORMATION NOT AVAILABLE		
White			3	7
Black			22	30
Other			0	0
Total			25	37
Faculty				
Professor				
White			7	6
Black			10	12
Other			2	4
Total			19	22
Associate Professor				
White			11	13
Black			18	20
Other			1	2
Total			30	35
Assistant Professor				
White			14	17
Black			23	26
Other			3	3
Total			40	46
Instructor				
White			7	9
Black			23	26
Other			3	2
Total			33	37
Other				
White			NA	3
Black			NA	10
Other			NA	0
Total			NA	13
Classified				
White			11	16
Black			102	101
Other			0	0
Total			113	117

MARYLAND STATE COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
FROSTBURG STATE	INFORMATION NOT AVAILABLE	INFORMATION NOT AVAILABLE		
Administrators				
White			49	49
Black			4	4
Other			0	1
Total			53	54
Faculty				
Professor				
White			49	49
Black			0	0
Other			3	3
Total			52	52
Associate Professor				
White			34	34
Black			0	0
Other			0	0
Total			34	34
Assistant Professor				
White			38	36
Black			0	1
Other			0	1
Total			38	38
Instructor				
White			36	37
Black			1	0
Other			2	2
Total			39	39
Other				
White			NA	9
Black			NA	0
Other			NA	0
Total			NA	9
Classified				
White			271	285
Black			2	2
Other			0	0
Total			273	287

MARYLAND STATE COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
MORGAN STATE	INFORMATION NOT AVAILABLE	INFORMATION NOT AVAILABLE		
Administrators				
White			9	11
Black			71	86
Other			5	7
Total			85	104
Faculty				
Professor				
White			21	17
Black			65	72
Other			3	3
Total			89	93
Associate Professor				
White			13	19
Black			55	47
Other			5	7
Total			73	73
Assistant Professor				
White			11	15
Black			81	78
Other			6	5
Total			98	98
Instructor				
White			15	7
Black			36	45
Other			2	1
Total			53	53
Other				
White			NA	2
Black			NA	9
Other			NA	0
Total			NA	11
Classified				
White			35	37
Black			279	272
Other			0	4
Total			314	312

MARYLAND STATE COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
SALISBURY STATE	INFORMATION NOT AVAILABLE	INFORMATION NOT AVAILABLE		
Administrators				
White			21	25
Black			3	4
Other			0	1
Total			24	30
Faculty				
Professor				
White			25	22
Black			0	1
Other			0	1
Total			25	24
Associate Professor				
White			17	26
Black			1	1
Other			0	0
Total			18	27
Assistant Professor				
White			42	47
Black			0	1
Other			0	0
Total			42	48
Instructor				
White			26	22
Black			0	0
Other			0	1
Total			26	23
Other				
White			NA	1
Black			NA	0
Other			NA	0
Total			NA	1
Classified				
White			93	89
Black			66	76
Other			0	1
Total			159	166

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
TOWSON STATE	INFORMATION NOT AVAILABLE	INFORMATION NOT AVAILABLE		
Administrators				
White			66	68
Black			6	9
Other			0	2
Total			72	79
Faculty				
Professor				
White			74	84
Black			3	3
Other			2	
Total			79	87
Associate Professor				
White			105	107
Black			1	1
Other			0	
Total			106	108
Assistant Professor				
White			148	160
Black			4	5
Other			2	
Total			154	165
Instructor				
White			64	62
Black			6	6
Other			2	
Total			72	68
Other				
White			NA	10
Black			NA	6
Other			NA	
Total			NA	16
Classified				
White			308	321
Black			184	195
Other				
Total			492	516

STUDENT FINANCIAL ASSISTANCE, BY CATEGORY, IN DOLLARS, 1970-1973

	1970	1971	1972	1973
BOWIE STATE				
Other Race Scholarships			$ 5,000	*
All Other Scholarships	$ 35,831	$ 37,000	40,000	*
All Other Financial Assistance	642,621	729,726	809,231	*
Total	$678,452	$766,726	$854,231	*
COPPIN STATE				
Other Race Scholarships	$ 8,200	$ 18,000	$ 23,600	*
All Other Scholarships	175,800	585,277	290,000	*
All Other Financial Assistance	430,760	430,760	1,256,371	*
Total	$614,760	$1,034,037	$1,569,971	*
FROSTBURG STATE				
Other Race Scholarships	$ 16,600	$ 45,500	$ 68,000	*
All Other Scholarships	127,825	174,950	189,650	*
All Other Financial Assistance	578,611	694,243	718,012	*
Total	$723,036	$914,693	$ 975,662	*
MORGAN STATE				
Other Race Scholarships	$ 25,046	$ 55,656	$ 76,525	*
All Other Scholarships	515,061	660,146	754,341	*
All Other Financial Assistance	1,710,507	1,842,095	1,800,411	*
Total	$2,250,614	$2,557,897	$2,631,277	*
SALISBURY STATE				
Other Race Scholarships	$ 7,500	$ 20,400	$ 26,700	*
All Other Scholarships	139,746	184,200	285,490	*
All Other Financial Assistance	75,204	96,203	131,851	*
Total	$369,696	$300,803	$ 444,041	*
TOWSON STATE				
Other Race Scholarships	$ 35,000	$ 75,000	$ 100,000	*
All Other Scholarships	599,344	542,568	558,074	*
All Other Financial Assistance	629,630	811,783	936,636	*
Total	$1,263,974	$1,429,351	$1,594,710	*

* Not available until end of 1974 Fiscal Year

MARYLAND STATE COLLEGES

SUMMARY OF CAPITAL APPROPRIATIONS

FISCAL YEARS 1970 THROUGH 1975

	1970	1971	1972	1973	1974	1975 Request
Board of Trustees-State Colleges	$ 4,000,000	$ 4,000,000	$ 4,000,000	$ 2,500,000	$ 2,626,300	$ 2,831,000
Bowie State College	1,167,500	6,131,100	3,648,000	2,042,500	7,693,700	4,494,400
Coppin State College	555,000	88,200	1,642,000	514,500	10,821,700	6,036,027
Frostburg State College	1,016,000	939,100	4,282,500	5,900,000	763,000	10,713,000
Morgan State College	3,214,500	3,590,500	860,000	1,943,000	1,127,000	4,442,000
Salisbury State College	149,000	155,000	2,213,000	2,096,000	5,547,000	5,746,191
Towson State College	2,892,000	6,692,300	8,909,500	2,924,600	12,025,600	7,183,950
Totals	$12,994,000	$21,596,200	$25,555,000	$17,920,600	$40,604,300	$41,446,568

APPENDIX A

MARYLAND COMMUNITY COLLEGES DATA

1970-1973

SOURCE: Data provided by the State Board for Community Colleges, January 1974.

RACIAL COMPOSITION OF MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

YEAR ENDING JUNE	NO. OF MEMBERS	NO. OF WHITE	NO. OF BLACK
1968	7	6	1
1974	8*	6	1

* Vacancy not yet filled.

Note: The Maryland State Board for Community Colleges was established July 1968.

STUDENT ENROLLMENT, FULL-TIME/PART-TIME, BY RACE, FALL 1970-1973

	1970		1971		1972		1973	
	FT	PT	FT	PT	FT	PT	FT	PT
ALLEGANY								
White	751	316	871	368	789	332	774	395
Black	11	0	7	3	12	3	16	5
Other	0	0	2	0	4	1	4	0
Total	762	316	880	371	805	336	794	400
ANNE ARUNDEL								
White	1,436	1,407	1,714	1,194	1,515	1,830	1,500	2,381
Black	65	25	65	33	77	60	106	109
Other	0	0	24	7	28	17	28	30
Total	1,501	1,432	1,803	1,234	1,620	1,907	1,634	2,520
BALTIMORE								
White	1,887	1,944	1,582	2,313	1,140	1,920	676	1,613
Black	1,269	1,251	1,590	1,743	1,513	2,506	1,636	3,259
Other	11	4	13	7	45	11	33	30
Total	3,167	3,199	3,185	4,063	2,698	4,437	2,345	4,902
CATONSVILLE								
White	2,572	2,813	2,693	3,236	2,558	4,223	2,490	5,047
Black	25	162	79	239	66	379	91	424
Other	18	20	10	31	27	26	7	3
Total	2,615	2,995	2,782	3,506	2,651	4,628	2,588	5,474
CECIL								
White	140	277	150	353	174	482	221	504
Black	2	7	6	4	14	3	16	31
Other	0	0	0	0	1	0	1	0
Total	142	284	156	357	189	485	238	535
CHARLES								
White	282	547	330	730	343	636	341	731
Black	22	71	50	68	42	90	41	104
Other	23	2	9	1	4	7	35	81
Total	327	620	389	799	389	733	417	916
CHESAPEAKE								
White	260	205	277	368	295	181	244	303
Black	31	22	55	75	32	74	35	60
Other	0	0	6	0	0	0	2	5
Total	291	227	338	443	327	255	281	368
DUNDALK								
White	0	0	62	411	124	458	218	743
Black	0	0	6	21	13	34	24	52
Other	0	0	1	0	1	3	5	23
Total	0	0	69	432	138	495	247	818

STUDENT ENROLLMENT, FULL-TIME/PART-TIME, BY RACE, FALL 1970-1973

	1970		1971		1972		1973	
	FT	PT	FT	PT	FT	PT	FT	PT
ESSEX								
White	2,070	2,272	2,186	2,403	2,532	2,638	2,621	3,250
Black	55	70	55	84	62	60	61	63
Other	5	8	6	11	18	20	108	177
Total	2,130	2,350	2,247	2,498	2,612	2,718	2,790	3,490
FREDERICK								
White	506	611	532	579	429	597	468	704
Black	28	22	22	48	30	25	24	40
Other	6	2	12	15	3	5	2	6
Total	540	635	566	642	462	627	494	750
GARRETT								
White	0	0	55	88	105	136	126	121
Black	0	0	0	0	0	0	0	0
Other	0	0	0	0	2	0	0	0
Total	0	0	55	88	107	136	126	121
HAGERSTOWN								
White	842	472	782	505	745	607	739	810
Black	9	1	21	46	47	21	43	15
Other	0	0	0	1	1	1	4	0
Total	851	473	803	552	793	629	786	825
HARFORD								
White	876	1,121	876	908	832	1,581	903	1,398
Black	62	65	69	67	87	80	85	130
Other	10	8	19	12	24	14	10	37
Total	948	1,194	964	987	943	1,675	998	1,565
HOWARD								
White	231	333	282	333	249	541	372	885
Black	9	23	27	41	63	71	41	21
Other	8	7	1	2	5	7	3	11
Total	248	363	310	376	317	619	416	917
MONTGOMERY								
White	4,434	3,448	4,756	3,774	5,521	4,531	4,944	4,713
Black	154	187	182	203	202	228	241	306
Other	42	71	66	89	76	87	886	618
Total	4,630	3,706	5,004	4,066	5,799	4,846	6,071	5,637
PRINCE GEORGE'S								
White	3,142	2,374	3,277	3,390	2,959	3,520	3,217	4,145
Black	218	334	262	619	400	826	537	1,135
Other	50	60	73	85	92	91	91	128
Total	3,410	2,768	3,612	4,094	3,451	4,437	3,845	5,408

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
ALLEGANY				
Administrators				
White	9	1	13	15
Black	0	0	0	0
Other	0	0	0	0
Total	9	1	13	15
Faculty				
White	48	57	69	69
Black	0	0	0	0
Other	0	0	1	1
Total	48	57	70	70
Classified				
White	38	41	46	50
Black	0	0	0	0
Other	0	0	0	0
Total	38	41	46	50
ANNE ARUNDEL				
Administrators				
White	14	14	13	15
Black	0	0	1	1
Other	0	0	0	0
Total	14	14	14	16
Faculty				
White	113	131	146	152
Black	0	0	0	0
Other	0	1	1	1
Total	113	132	147	153
Classified				
White	49	55	65	73
Black	14	13	11	13
Other	0	0	0	1
Total	63	68	76	87
BALTIMORE				
Administrative				
White	22	19	17	17
Black	13	9	6	7
Other	0	0	0	1
Total	35	28	23	25

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
BALTIMORE (contd.)				
Faculty				
White	158	154	150	128
Black	39	28	20	33
Other	5	3	0	1
Total	202	185	170	147
Classified				
White	41	41	42	43
Black	74	70	55	56
Other	0	1	1	2
Total	115	112	98	101
CATONSVILLE				
Administrative				
White	24	40	51	52
Black	1	2	3	5
Other	0	0	0	2
Total	25	42	54	59
Faculty				
White	181	180	177	168
Black	5	5	6	5
Other	0	0	0	0
Total	186	185	183	173
Classified				
White	91	109	148	148
Black	30	25	28	30
Other	0	0	0	1
Total	121	134	176	179
CECIL				
Administrative				
White	5	5	6	7
Black	0	0	0	0
Other	0	0	0	0
Total	5	5	6	7
Faculty				
White	13	12	12	12
Black	0	0	0	0
Other	0	0	0	0
Total	13	13	12	12
Classified				
White	3	4	7	9
Black	0	0	0	1
Other	0	1	0	0
Total	3	5	7	10

MARYLAND COMMUNITY COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
CHARLES				
Administrative				
White	7	7	7	7
Black	0	0	0	0
Other	0	0	0	0
Total	7	7	7	7
Faculty				
White	29	33	39	40
Black	1	1	2	2
Other	0	0	0	0
Total	30	34	41	42
Classified				
White	30	30	31	31
Black	7	8	8	9
Other	0	0	0	1
Total	37	38	39	41
CHESAPEAKE				
Administrative				
White	9	10	11	11
Black	0	0	0	0
Other	0	0	0	0
Total	9	10	11	11
Faculty				
White	22	22	22	22
Black	0	0	0	0
Other	1	1	1	1
Total	23	23	23	23
Classified				
White	16	19	24	25
Black	10	8	7	9
Other	0	0	0	0
Total	26	27	31	34
DUNDALK				
Administrative	0			
White	0	4	4	5
Black	0	1	1	2
Other	0	0	1	1
Total	0	5	6	8

MARYLAND COMMUNITY COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
DUNDALK (contd.)				
Faculty				
White	0	8	12	14
Black	0	1	1	3
Other	0	0	0	1
Total	0	9	13	18
Classified				
White	0	9	11	12
Black	0	1	3	4
Other	0	0	0	1
Total	0	10	14	17
ESSEX				
Administrative				
White	14	14	14	17
Black	0	0	0	1
Other	0	0	0	1
Total	14	14	14	19
Faculty				
White	134	141	150	165
Black	3	3	3	3
Other	0	1	4	4
Total	137	145	157	172
Classified				
White	85	102	143	146
Black	12	12	12	16
Other	0	2	0	1
Total	97	116	155	163
FREDERICK				
Administrative				
White	10	13	16	16
Black	0	0	0	1
Other	0	0	0	0
Total	10	13	16	17
Faculty				
White	33	31	31	28
Black	0	0	1	1
Other	0	0	0	0
Total	33	31	32	29
Classified				
White	25	28	32	32
Black	1	2	1	3
Other	0	0	0	2
Total	26	30	33	37

MARYLAND COMMUNITY COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
GARRETT				
Administrative				
White	0	4	5	5
Black	0	0	0	0
Other	0	0	0	0
Total	0	4	5	5
Faculty				
White	0	6	9	9
Black	0	0	0	0
Other	0	0	0	0
Total	0	6	9	9
Classified				
White	0	5	9	9
Black	0	0	0	0
Other	0	0	0	0
Total	0	5	9	9
HAGERSTOWN				
Administrative				
White	14	17	21	21
Black	0	0	0	0
Other	0	1	0	0
Total	14	18	21	21
Faculty				
White	57	58	61	57
Black	0	1	0	0
Other	0	1	1	1
Total	57	60	62	58
Classified				
White	28	34	44	44
Black	0	0	0	2
Other	0	0	0	0
Total	28	34	44	46
HARFORD				
Administrative				
White	14	15	17	17
Black	1	0	0	1
Other	0	0	0	0
Total	15	15	17	18
Faculty				
White	75	70	66	72
Black	1	2	2	5
Other	2	1	1	3
Total	78	73	69	80

MARYLAND COMMUNITY COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
HARFORD (contd.)				
Classified				
White	74	82	102	100
Black	8	7	8	15
Other	0	1	1	3
Total	82	90	111	118
HOWARD				
Administrative				
White	7	10	14	14
Black	0	0	0	1
Other	0	0	0	1
Total	7	10	14	16
Faculty				
White	13	23	30	36
Black	0	0	1	1
Other	0	1	0	1
Total	13	24	31	38
Classified				
White	16	18	21	30
Black	2	3	7	16
Other	0	0	0	1
Total	18	21	28	47
MONTGOMERY				
Administrative				
White	32	32	33	34
Black	0	0	0	1
Other	1	1	1	1
Total	33	33	34	36
Faculty				
White	291	322	363	375
Black	6	8	10	13
Other	4	3	2	2
Total	301	333	375	390
Classified				
White	237	291	315	328
Black	48	50	54	50
Other	6	3	10	10
Total	291	344	379	388

MARYLAND COMMUNITY COLLEGES

FULL-TIME EMPLOYEES, BY CATEGORY, BY RACE, 1970-1973

	1970	1971	1972	1973
PRINCE GEORGE'S				
Administrative				
White	36	30	28	28
Black	3	4	3	4
Other	0	0	0	1
Total	39	34	31	33
Faculty				
White	174	200	219	248
Black	8	12	13	20
Other	5	6	7	5
Total	187	218	239	273
Classified				
White	96	115	135	136
Black	43	51	56	70
Other	0	1	1	10
Total	139	167	192	216

TOTAL STUDENT FINANCIAL ASSISTANCE, BY CATEGORY, IN DOLLARS, 1970-73

	1970	1971	1972	1973
Other Race Scholarships	None	None	None	None
All Other Scholarships	$ 596,013	.....Not available...........		
All Other Financial Assistance	$1,020,356	.....Not available...........		
Total	$1,616,369			

RACIAL COMPOSITION OF THE MARYLAND COUNCIL FOR HIGHER EDUCATION

Year Ending	Total No. of Members	From Public at Large		Representatives of Univ., State Colleges Community Colleges & Private Colleges	
		No. White	No. Black	No. White	No. Black
1964	9	8	1	-	-
1968	13	8	1	4	0
1971	13	7	2	4	0
1974	13	7	2	4	0

APPENDIX B

BEST COPY AVAILABLE

LEE TASK FORCE REPORT
ON STUDENT FINANCIAL AID

(copy)

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
ANNAPOLIS, MARYLAND 21404

BLAIR LEE III
LIEUTENANT GOVERNOR

November 4, 1971

The Honorable Marvin Mandel
Governor of Maryland
State House
Annapolis, Maryland 21404

Dear Governor:

Two months ago you and some of the legislative leaders instructed me to work up a proposal to overhaul the Maryland student financial aid program. You asked me to assemble a panel of experts for advice and help in this matter.

The work is now virtually completed. I am pleased to submit for your approval an outline of key points that were hammered out in meetings of the panel, along with a narrative description of the problem and the proposed solution. Jack Eldridge expects to finish the bill draft within a few days. *

I am also attaching a roster of the 16-member panel, which included five Senators and three Delegates along with representatives of the higher education establishment and the Executive Department. The panel operated on an informal consensus basis and with an understanding from the outset that the legislative members would remain free agents once our work was done.

We received invaluable help from Mr. Watts Hill, Jr., a member of the North Carolina State Board of Higher Education, who is a recognized national expert in the student aid field, and from our own staff members.

I honestly believe that our proposal can give Maryland the best student aid program in the nation, and I am happy to add that it won't cost any more than what we are already spending.

Sincerely,

Blair Lee III

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*FOOTNOTE: ON JANUARY 31, 1974 THE ELEMENTS OF THIS TASK FORCE REPORT WERE INTRODUCED AS ADMINISTRATION LEGISLATION TO THE MARYLAND GENERAL ASSEMBLY.

GOVERNOR'S TASK FORCE TO RECOMMEND IMPROVEMENTS IN STUDENT FINANCIAL AID PROGRAMS IN THE STATE OF MARYLAND

* * * * * *

Lt. Governor Blair Lee III -- Chairman

James Clark -- Senator, Montgomery and Howard Counties
Edward Hall -- Senator, Anne Arundel and Calvert Counties
Mary L. Nock -- Senator, Lower Shore
George E. Snyder -- Senator, Washington County
Verda F. Welcome -- Senator, Baltimore City, 4th Legislative District

John S. Arnick -- Delegate, Baltimore County, 7th District
Ann R. Hull -- Delegate, Prince George's County
Jacob M. Yingling -- Delegate, Carroll County

Dr. Wesley N. Dorn -- Executive Director, Maryland Council for Higher Education
John Eldridge -- Chief Legislative Officer, Executive Department
Richard Francis -- Executive Director, Maryland Independent Colleges and Universities Association
Edmund C. Mester -- Executive Director, Board of Trustees of the State Colleges
William M. Perkins -- Supervising Budget Analyst, Department of Budget and Fiscal Planning
Dr. Alfred C. O'Connell -- Executive Director, State Board for Community Colleges
Dr. Walter B. Waetjen -- Vice President, Administrative Affairs, University of Maryland

Committee Staff:

Dr. Paul D. Cooper -- Executive Director, Department Fiscal Services
Dr. Palmer Hopkins -- Director, Student Financial Assistance, University of Maryland
Dr. Sheldon Knorr -- Staff Specialist, Maryland Council for Higher Education
James A. Leamer -- Executive Director, Maryland Higher Education Loan Corp.
Fred H. Spigler, Jr. -- Administrative Officer for Education, Executive Department

Maryland is presently spending $5.2 million a year of its general funds on what is charitably described as a higher education scholarship system.

Actually, it is not a system at all.

It could be more accurately described as a bewildering labyrinth of uncoordinated deadlines, unreasonable obstacles, unavailable information, unrelated awarding authorities and opportunity for unconscionable abuse.

Some of the grants are made by the 43 State Senators, some by the 142 members of the House of Delegates, some by the financial aid officers at the institutions, and some by the State Scholarship Board itself. Some require Scholastic Aptitude Tests, and some do not. Worst of all, the whole system no longer has the confidence of the average citizen.

Public resentment centers on two types of abuses by legislative awarding authorities: grants to relatives and political supporters and grants to students who have little or no financial need. Neither is prohibited by law, and it is indeed possible that a relative or a political supporter might have just as much financial need as anyone else.

Actual abuses as reported by the news media are relatively few in the friends-and-relatives field. A more difficult problem is found in the lack-of-financial need area, where investigative research has been spotty at best. Almost all of the legislators insist that they limit their awards to cases of proven need - whether the law requires it or not and despite the pressures of well-to-do parents who seem to regard a Senatorial scholarship as a civic honor. And I believe that the legislators' performance is a lot better than the system deserves.

The real tragedy is the impact of the diffuse and incoherent array of awarding authorities on the students. They get bounced around from Senator to Delegate to Scholarship Board to Financial Aid Officer until they are dizzy. Individual frustration and collective waste are inevitable.

This almost unworkable scholarship program is supplemented by a guaranteed loan program under the aegis of the Maryland Higher Education Loan Corporation. Here again the performance falls far short of the potential. Present reserves of MHELC would support an outstanding loan volume of $85 million. The actual volume is only $17 million.

A large share of the blame for this disappointing showing must be laid to the private banks and other lending institutions, which are necessarily the backbone of a guaranteed loan program. Support by individual banks has ranged from excellent to wretched. The good performers need a few additional incentives - mainly in the form of a secondary market or warehousing device for student loan paper that would protect liquidity. The laggard banks need both the carrot and a stick.

In addition to the State's scholarship and loan programs, the student has access to Federal grants and direct loans, which are administered by the financial aid officers at the colleges, and to the institutions' own portfolio of endowment and other assistance, which of course is also administered by the financial aid officers. Included in this package are employment opportunities supported by the Federal college work-study program.

The Federal program is already substantial and is on the threshold of becoming much larger. Pending House and Senate bills differ in emphasis, but both point to a major increase in the Federal commitment. Enactment of one or the other is quite possible before the General Assembly convenes next January.

Major change in our own system is required if it is to be flexible enough to make full use of every Federal dollar. Any coordination of Federal and State aid that now occurs in the shaping of aid packages for individual students is the result of the skill and determination of the financial aid officers at the institutions. It certainly is not induced by Maryland's haphazard laws.

There are other serious flaws in our present system. Tuition fees are automatically waived for students enrolling in the teacher education curriculum at the State Colleges, regardless of financial need. This is a statutory hangover from the days of teacher shortage, and it costs the State well over $1 million a year.

Another shortcoming lies in the fact that only limited aid is available to students enrolled in privately operated vocational and technical institutions, despite a widely acknowledged need to channel more of our students into these programs.

All in all, therefore, I believe that our present patchwork of programs is wholly inadequate - especially when the need is so great.

II. An Estimate of Need

Any expenditure of public money should be aimed at meeting a specific need. In this case the "need" is the gap between the aggregate cost of higher education to all Maryland students in all Maryland institutions and the ability of those students and their families to pay the costs.

The need is conservatively estimated at $44,000,000 per year for the 81,000 fulltime Maryland undergraduates presently enrolled in our public and private colleges. This figure is submitted by the Maryland Council for Higher Education and is the product of elaborate computerized studies of available cost and financial ability data.

But beyond the $44 million lies another figure that is barely discernible and quite unmeasurable - the need of those qualified and motivated high school graduates who failed to enroll in college or vocational programs because they could not find any way to meet the cost. This is the area where an improved State system could make a real difference in the lives of thousands of young people.

The $44 million need figure is not as overwhelming as it first appears. Since it represents students who are actually in college, it follows that their financial needs are being covered in some fashion.

Among the annual components of that coverage are:

- $14.1 million in grants, work-study programs and tuition waivers funded by the U. S. Office of Education, the State of Maryland and the institutions themselves;
- $7 million in direct Federal loans and State guaranteed private loans;
- An undetermined figure - perhaps as high as $10 million - in student aid administered by the U. S. Public Health Service and Veterans Administration and the Maryland Division of Vocational Rehabilitation.
- The remainder - miscellaneous and highly specialized public programs (such as the "other race" grants in the State Colleges, which are part of Maryland's desegregation plan) and, perhaps most important of all, the thousand and one mysterious ways in which parents scrimp and deny themselves and borrow from relatives and banks in order to send their children to college. As college costs continue to escalate, and family budgets stretch tighter and tighter, some of these students are going to fall by the wayside.

The MCHE distributes its student need estimate among the four main segments of higher education as follows:

Community Colleges	$ 8,000,000
State Colleges	12,700,000
University	15,000,000
Private	8,300,000
Total	$ 44,000,000

This division would presumably provide the basis for the first allocation of funds in any comprehensive student financial aid program that may be developed in Maryland.

III. Student Loans - A Special Problem *

In the arsenal of weapons designed to overcome student financial need, the big bargain - from the taxpayer's vantage point - is the guaranteed loan program. Such a program is now operated by the Maryland Higher Education Loan Corporation, a State agency, in cooperation with the Federal government.

Armed with a reserve of $1,040,000, MHELC is now in a position to provide a 100% guarantee of student loans made by private lending institutions up to a volume of $85,020,313 outstanding at any one time. Interest rates are competitive with many types of commercial loans, and a reasonable service charge is permitted.

Yet the volume outstanding as of June 30, 1971 - after six years of operation - was only $14,541,234. And almost half of that amount ($7,153,865) was in loans to Marylanders attending college outside of the State. The program is obviously far from fulfilling its potential.

The fault does not lie with MHELC or its staff, which is extremely competent and has worked hard to sell the program to the banks, who hold the key to its success or failure. And a number of the banks have done their share, and more, to make loans to students who need them.

Union Trust Company of Maryland has the largest volume of MHELC loans, with $3,445,547 outstanding as of August 31, 1971. The ten best performers in terms of MHELC loans as a percentage of deposits are:

1.	Potomac National Bank	4.09%
2.	Farmers & Merchants National Bank, Cambridge	1.98%
3.	Bank of Brandywine	1.26%
4.	People's Bank of Elkton	1.24%
5.	First National Bank & Trust Co. of Western Md., Cumberland	.97%
6.	Commercial & Farmers Bank, Ellicott City	.87%
7.	Bank of Somerset, Princess Anne	.82%
8.	First National Bank, Oakland	.79%
9.	Citizens National Bank, Laurel	.76%
10.	Union Trust Company of Maryland	.73%

At the other end of the scale it must be noted that 41 of the 114 commercial banks in Maryland do not participate at all in the MHELC guaranteed loan programs.

Why not?

---

*FOOTNOTE: THE RECOMMENDATIONS CONTAINED HEREIN WERE ENACTED BY THE 1973 GENERAL ASSEMBLY

Originally, it was asserted that the permitted interest rate was too low at 6% and that the sheer weight of paperwork drained all profit out of the loan transactions. These complaints were remedied by reducing the paperwork requirements, by allowing a $25.00 service fee on each loan or conversion to a repayment schedule, and by raising the interest rate to 7% plus a special Federal interest allowance of up to 3%. The Federal "sweetener" fluctuates with the money market and has ranged between 1% and 2.25% in the last two years.

Why then do some of the banks still participate infrequently or not at all?

The one remaining major obstacle to wholly successful operation of the guaranteed loan program is the long-term maturity of these relatively small loans and the consequent impact on the lender's overall liquidity.

When a bank makes a loan to a freshman student, it receives only interest payments throughout the student's college career. The first principal payment comes ten months after graduation, and the final payment may be as much as 15 years after the initial loan. Many banks are apparently unwilling to tie up their money that long.

The solution to this problem lies in the creation of an effective secondary market and/or warehousing device, with sufficient funds to relieve any bank of its student loan paper after it has reached a specified level. A committee of the Maryland Bankers Association has suggested that any student loan paper in excess of 1% of the bank's total loan portfolio should be eligible for sale or as security for a cash advance. This strikes me as an eminently fair criterion.

Funds normally invested by the State Treasurer and the State Retirement Systems in short-term Government securities with lower yields could be used profitably to finance MHELC as a secondary market. Mr. Luetkemeyer has told me that at least $10,000,000 in State funds could be made available.

For the long haul, it appears that the Federal Government will create a Government-sponsored private corporation to be known as the Student Loan Marketing Association, which will ultimately replace State efforts to provide a secondary market for student loan paper. But as an immediate inducement to bank participation, it is recommended that the 1972 session of the General Assembly establish a State-sponsored secondary market to be effective as quickly as possible.

An additional incentive that would appeal to the medium and smaller banks in the State would be statutory authorization to the State Treasurer to accept student loans (that are not in repayment status) as collateral for State deposits.

Finally, since it is likely that some of the banks will not participate without more potent stimulation, it is recommended that the law require the Treasurer to consider a bank's participation in the MHELC program as one of the criteria to be used in selecting and retaining depositories for State funds of all types. A word to the wise should be sufficient.

If the steps set forth above are taken, there is every reason to believe that MHELC's annual volume of approximately $4 million in student loans can be raised to a level of $7 or 8 million.

This will be a major element in solving the student financial aid problem.

IV. Recommendations for Reform

Our goal should be the establishment of a comprehensive program to remove the economic barriers to higher educational opportunity in Maryland. The program should be non-political and non-discriminatory. It should make aid available to any qualified student who is in need. It should rely primarily on loans and self-help, but provide grants where required. It should be flexible enough to deal with every student's individual circumstances and needs. And last - but not least - it should be the kind of program in which the public can have complete confidence.

With those principles in mind, I would make the following policy recommendations:

1. The present patchwork system should be replaced by a comprehensive student assistance program which is flexible enough to adjust to present and future Federal aid.

2. A uniform system of analyzing the need of each student should be established.

3. State assistance should be provided only to students who can meet these need criteria. The only other requirement should be admission to an approved post-high school institution.

4. Students attending any approved post-secondary public, private or vocational-technical institution should be eligible for assistance.

5. Primary emphasis should be placed on student self-help and loans. Incentives should be provided to banks to make available more money for student loans; one of these incentives would be the establishment of a secondary loan market, as outlined above, to enable banks to keep more of their funds in student loans.

6. The current scholarship programs - except for specialized scholarships for war orphans, firemen and their orphans, medical students, teachers of the deaf, and "other race" students under the Desegregation Plan - should be phased out. The funds now used for these scholarships would be used for grants to students whose need cannot be satisfied through loans.

7. These grants should go only to students attending Maryland institutions, except for those attending out-of-state colleges under special agreements. And although loans would be available to any student, grants should not be provided to graduate students other than those in fields in which the State faces critical needs (such as general medicine).

8. The grant money would be allocated to each institution, public and private, based on a formula determined by the aggregate need of all the students at that institution.

9. The administration of all State assistance programs should be consolidated under the direction of the Maryland Council on Higher Education. The financial aid officer of each institution, however, would decide on the appropriate mix of loans, work-study and grants for each student at that institution. This approach would allow the person most familiar with each student's individual circumstances to tailor a "package" to that student's needs.

10. The entire system should be in effect for the 1973-74 school year, except for the strengthened student loan program, which should begin operations in July 1972.

It is my opinion, after considerable study of the subject, that a program embodying these recommendations would be the fairest and most effective means of removing financial barriers to higher education. It would cost the taxpayers no more than the present system, but it would make the State's money go much farther toward meeting the needs of our students. It would remove the fear of many Marylanders that elected officials are playing politics with educational opportunity.

Once the facts are known, I feel confident that this program will receive the support of the General Assembly and the people of Maryland.

FOOTNOTE: AS THIS DESEGREGATION PLAN WENT TO PRESS, COPIES OF SENATE BILL #439-1974 SESSION WERE NOT AVAILABLE THROUGH LEGISLATIVE REFERENCE IN ANNAPOLIS, MARYLAND. HOWEVER, IT SHOULD BE NOTED THAT THIS MEASURE CONTAINS PROVISIONS IMPLEMENTING RECOMMENDATIONS 1-9 ABOVE.

APPENDIX C

ADDITIONAL INSTITUTIONAL DATA

PUBLIC HEARING EXHIBITS

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UNIVERSITY OF MARYLAND BALTIMORE COUNTY

TABLE I

Student Composition

Enrollment 1970-1973

	Total	American Indian	Negro	Oriental	Spanish Surname	"Other Race"	White
Fall 1969	2,286	-	72 3.2%	-	-	-	2,214 96.8%
Fall 1970	2,975	-	153 5.1%	-	-	42 .1%	2,780 94.8%
Fall 1971	3,740	6	287 7.67%	6	21		3,420 91.4%
Fall 1972	4,648	6	445 9.6%	21	24		4,152 89.3%

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Table II

Faculty Composition

FULL TIME EMPLOYEES

	Total	White	Black	Other
FACULTY				
1972-73	247	213	22	12
1971-72	187	164	17	6
1970-71	192	180	9	3
1969-70	154	145	6	3
ASSOCIATE STAFF				
1972-73	80	64	14	2
1971-72	54	45	8	1
1970-71	30	27	3	0
1969-70	25	20	3	2
CLASSIFIED STAFF				
1972-73	244	209	33	2
1971-72	193	166	26	1
1970-71	130	110	19	1
1969-70	109	97	12	0

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
TABLE III

STUDENT FINANCIAL AID -- ESTIMATED BREAKDOWN -- FISCAL YEAR 1973

RACE OR ETHNIC GROUP	UNDUPLICATED TOTAL		EOG GRANT		COLLEGE WORK STUDY PROGRAM		NDSL	
	STUDENTS	AMOUNT	STUDENTS	AMOUNT	STUDENTS	AMOUNT	STUDENTS	AMOUNT
Negro Black	179	$170,412	94	$45,250	72	$29,962	144	$95,200
American Indian	0	0	0	0	0	0	0	0
Oriental	5	4,696	4	2,300	2	496	4	1,900
Spanish Surnamed	4	3,546	0	0	1	646	4	2,900
White (other than Spanish Surnamed)	338	247,866	91	37,550	57	20,966	273	189,350
All Other Students In Programs	0	0	0	0	0	0	0	0
TOTAL	526	$426,520	189	$85,100	132	$52,070	425	$289,350

UMBC COLLEGE SCHOLARSHIPS		
Negro Black	83	$50,761
American Indian	0	0
Oriental	2	700
Spanish Surnamed	1	450
White (other than Spanish Surnamed)	106	45,511
All other Students in Programs	0	0
TOTAL	192	$97,422

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

TABLE IV

UMBC

STUDENT FINANCIAL AID - FISCAL YEAR 1972

RACE OR ETHNIC GROUP	UNDUPLICATED TOTAL		EOG GRANT		COLLEGE WORK STUDY PROGRAM		NDSL	
	STUDENTS	AMOUNT	STUDENTS	AMOUNT	STUDENTS	AMOUNT	STUDENTS	AMOUNT
Negro Black	88	$101,642	48	$21,350	47	$30,792	90	$49,500
American Indian	0	0	0	0	0	0	0	0
Oriental	4	4,600	4	1,700	4	2,400	1	500
Spanish Surnamed	4	4,100	1	600	3	1,400	4	2,100
White (Other than Spanish Surnamed)	245	205,137	63	27,050	79	53,387	205	124,700
All other Students in Programs	0	0	0	0	0	0	0	0
TOTAL	341	$315,479	116	$50,700	133	$87,979	300	$176,800

Table 1

UMCP

REGISTRATION

NEW FRESHMEN

FALL

	Black	%	Total
1968	232	4	5,670
1969	239	5	4,787
1970	386	7	5,160
1971	467	9	5,279
1972	477	10	4,806
1973	708	15	4,614

Table 2

UMCP

REGISTRATION

UNDERGRADUATES

FALL

	Black	%	White	Other	Total
1968	484	1.9	-	-	25,805
1969	574	2.3	23,969	874	25,417
1970	958	3.6	24,878	884	26,720
1971	1,231	4.5	25,338	1,109	27,678
1972	1,321	4.9	25,278	546	27,145
1973	1,773	6.8	23,573	846	26,192

Table 3
UMCP

BLACK FACULTY

	70/71		71/72		72/73		73/74	
	Full-time	Total	Full-time	Total	Full-time	Total	Full-time	Total
Professor	-	2	3	4	4	4	4	4
Associate Professor	-	1	3	5	5	8	6	8
Assistant Professor	-	6	9	9	10	12	11	14
Instructor	-	10	13	15	7	8	9	11
Lecturer	-	10	6	9	5	13	10	21
Sum	-	29	34	42	31	45	40	58

Table 4

UMCP

FALL 1972 ACADEMIC

	White		Black		Oriental		Other/Unk.		Total	
	Full-time	Total	Full-time	Total	Full-time	Total	Full-time	Total	Full-time	Total
Professor	341	368	4	4	11	11	0	1	356	384
Assoc. Prof.	387	408	5	8	6	6	2	3	400	425
Asst. Prof.	431	447	10	12	7	7	5	5	453	471
Instructor	210	306	7	8	4	1	2	7	223	322
Lecturer	61	135	5	13	2	2	2	19	70	169
Research Assoc.	57	63	0	0	8	8	2	2	67	73
Jr. Staff *	140	168	2	6	3	5	3	7	148	186
Executive @	86	86	1	1	0	0	0	0	87	87
Professional #	343	461	32	33	9	10	12	14	396	518
Total	2056	2356	66	85	50	54	28	58	2200	2553

*Graduate assistants, fellows, and trainees excluded.

@Department chairmen, division chairmen, assistant and associate deans, deans and other administrative positions.

#Faculty with academic rank not in instruction, research, or public service and not counted as executives.

Table 5

UMCP

CLASSIFIED EMPLOYEES

1972

	White	Black	Other Minorities	TOTAL
Officials & Managers	6	0	0	6
Professionals	167	4	0	171
Technicians	298	23	5	326
Office & Clerical	1,478	147	11	1,636
Craftsmen	296	38	0	334
Operators	331	247	13	636
Laborers	17	1	1	18
Service Workers	59	273	4	355
TOTAL	2,704	753	34	3,482

Table 6

UMCP

ASSOCIATE STAFF

1972

	White	Black	Other Minorities	Total
Professionals	454	40	13	507
Technicians	21	6	0	27
TOTAL	475	46	13	534

Per Cent Utilization

	White			Black			Other Minorities		
	UMCP	MD/DC	Ratio	UMCP	MD/DC	Ratio	UMCP	MD/DC	Ratio
Professionals	89.5	90.8	1.0	7.9	5.7	1.4	2.6	3.5	0.7
Technicians	77.7	83.2	0.9	22.2	14.3	1.6	0.0	2.5	0
TOTAL	89.0	90.4	1.0	8.6	6.7	1.3	2.4	2.9	0.8

UMCP
BUDGETS AND EXPENDITURES
MINORITY PROGRAMS

Table 7

	1971-72		1972-73		1973-74
Budgeted Activities	Budget	Expenditures	Budget	Expenditures	Budget
Cultural Studies Center	$ 26,418	$ 33,343	$ 34,417	$ 40,823	$ 36,030
Intensive Educational Development	119,342	123,559	127,907	124,948	133,232
Minority Student Affairs			40,700	38,341	63,543
Equal Opportunity Recruitment Prog.	42,488	42,131	48,746	43,241	79,266
Vice Chancellor Student Affairs	3,600	4,037	18,900	16,314	17,240
Office of Student Aid	11,900	12,035	13,670	13,520	14,950
Office of Human Relations	28,990	37,951	72,894	68,094	79,668
Personnel Office	9,090	8,251	10,494	10,350	27,642
Grants-in-Aid	144,000	132,124	144,000	144,486	358,400
Sub-Total State Supported	385,828	393,431	511,728	500,117	809,971
Nyumburu Center (Aux. Oper.)					27,772
Total Budgeted Funds	385,828	393,431	511,728	500,117	837,743
Non-Budgeted Activities					
Federal Grants					
Disadvantaged Student Fellowships (SLIS)					35,200
Campus-Wide Program to Facilitate the Elimination of Racism (Human Relations)				22,496	14,484
I.E.D.		92,970		88,000	88,000
Upward Bound		87,306		112,000	111,000
Private Grants					
Ford Foundation (Black Fellowships)				15,478	19,592
Total	$385,828	$ 573,707	$ 511,728	$ 738,091	$ 1,106,019

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SECTION K OF:

UNIVERSITY OF MARYLAND COLLEGE PARK

Segment of Maryland State

PLAN

for Completing Desegregation

SECTION K. Specialty Areas; Progress, Problems and Plans with respect to:

1. Recruitment and Admission of Students

The admission of new freshmen, the principal source of new students at College Park, is governed by the Board of Regents policies set forth in Table 3. It has been the policy of the College Park administration to make particular efforts to identify qualified minority students and recruit them to this Campus. Tables 12, 13, 14 and 15 illustrate the efforts in this Equal Opportunity Recruitment Program. Table 12, in particular, shows that while a fairly large number of potential freshmen are contacted and admitted to College Park, only about half actually register and come to school here. Most of these students are graduates from high schools in the State of Maryland. There are additional sources of students besides new freshmen which make up the new component of the undergraduate population at College Park. They consist of transfer students from two-year Community Colleges, as well as from the four-year State Colleges. There are also some transfers from out of State. While some recruitment efforts have been made in the transfer student component of new students at College Park, much more remains to be done.

Table 13 is a more detailed study of the students who were admitted under the Equal Opportunity Recruitment Program in the Fall of 1972. Special admitted students are students who do not satisfy the minimum admission requirements set by the Board of Regents in its policy shown in Table 3. However, they were admitted under an exception class in that policy. Regular admitted students are those which satisfy the minimum requirements for admission in the Board of Regents policy. Table 13 illustrates that most of the specially admitted students do in fact register, while more than half of the regularly admitted students do not. For later purposes we should note that of the students who are admitted, roughly 60% have SAT scores available. Nevertheless, under the Board of Regents

Table 12
UMCP
RECRUITMENT
FRESHMEN

	FALL 1972		FALL 1973	
	EORP	TOTAL	EORP	TOTAL
ADMITTED	752	9,462	1,060	10,158**
REGISTERED*	400	4,708	568	4.610

* In 72-73, 24 additional admits registered in Spring 1973 who did not register in Fall 1972

** ESTIMATE

EORP: Equal Opportunity Recruitment Program

UMCP
RECRUITMENT
FALL 1972

Table 13

PROFILES OF ADMITTED EQUAL OPPORTUNITY RECRUITMENT PROGRAM

							Data Available		
	Male	Female	Total	Residents	Non-Residents	Total	Predictive Index	SAT-Verbal	SAT-Math
Special Admits Registered	59	64	123	106	17	123	106	60	60
Regular Admits Registered	82	195	277	196	81	277	246	156	156
Total Registered	141	259	400	302	98	400	352	226	226
Special Admits Non-registered	20	21	41	38	3	41	40	18	18
Regular Admits Non-registered	117	194	311	204	107	311	294	196	196
Total Non-registered	137	215	352	242	110	352	334	214	214
Total Admits	278	474	752	544	208	752	686	440	440

	Mean Predictive Index			Mean SAT-Verbal Scores			Mean SAT-Math Scores		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Special Admits Registered	1.50	1.54	1.52	33.9	32.6	33.1	37.9	35.4	36.4
Regular Admits Registered	1.88	2.07	2.01	38.8	36.0	37.1	43.7	37.4	38.8
Total Registered	1.73	1.93	1.86	30.9	35.7	36.0	41.5	36.9	38.2
Special Admits non-registered	1.42	1.68	1.56	34.6	36.7	35.6	38.9	34.9	37.1
Regular Admits Non-registered	2.04	2.20	2.14	38:5	37.6	37.9	42.4	39.9	40.1
Total Non-registered	1.94	2.15	2.07	38.0	37.5	37.7	42.0	38.7	39.9
Total Admits	1.84	2.04	1.97	37.5	36.5	36.8	41.8	37.7	39.0

policy students may be admitted without SAT scores by a special admission procedure. The predictive index shown in Table 13 and referred to occasionally in later Tables is a measure of the expected performance of the student at the end of one year at College Park. It is calculated from the student's rank in high school, his grade point average in high school, and the SAT scores if available. If SAT's are not available, a different formula is used. There are extensive studies which illustrate good correlation between the predicted performance and the actual performance of students.

Table 14 shows in some detail why students recruited under the EORP Program chose to go to another institution, and shows those institutions which attracted most of our students. This Table illustrates vividly that in the recruitment of minority students at the freshman level UMCP is in very serious competition with other institutions in the State of Maryland, in particular, although with some institutions outside of the State as well. This is especially relevant when one considers the reasons given most frequently for choosing another school - financial aid and being close to home - and one then looks at the campuses in the Baltimore City area from whose high schools most Black students of the State of Maryland graduate. Table 15 is a retrospective view of the Campus on the part of those EORP admitted students who did not come to College Park. The fact that the academic curriculum at UMCP is viewed positively even by those students who do not come to UMCP can be pointed to with some pride.

In Table 16 there is some preliminary follow-up information on a group of students who were admitted in the Fall of 1972 under a special exception test group category approved by the Board of Regents. This test is designed to try to find nontraditional indicators of success at a University, particularly for minority students. Attitudinal questions are answered by the candidate for admission, which questions are hypothesized to have a high correlation

Table 14

UMCP

RECRUITMENT

FALL 1972

A survey was made to determine why students admitted as a result of the special Equal Opportunity Recruitment Program chose some other institution. Out of the 401 students who did not register in Fall 1972, it was found that 24 attended UMCP in Spring 1973 and two students were deceased. This brought the count to 375 students remaining to be interviewed. Of the 375 students, 237 or 63% were surveyed.

Selected Breakdown of Schools Selected by Eorp Admits who did not Register at the University of Maryland College Park

I. Colleges and Universities

School	Number Attending
Bowie State	19
Community College of Baltimore	6
Coppin State	5
Federal City College	2
Frostburg State	5
Georgetown	3
George Washington	4
Howard University	19
Morgan State	25
Prince Georges Community College	6
Towson State	4
University of Maryland, B.C.	13
D. C.	41
Instate	91
Out-of-State	71
Four year	187
Two year	14

II. Nursing, Trade or Technical Schools - 7 total

III. Not in School - 31 total

Selected Reasons for Selecting School Currently Attending

Close to home	53
Financial Aid	54
Cost	35
Good Curriculum	27
Size	32
Get away from home	22
Early acceptance	15
Larger black population	14
Reputation	11
Recruited for a sports team	6
Special academic program	2
	271 total

Selected Reasons for Not Selecting University of Maryland College Park

Lack of financial aid	51
Too big	43
Too far	33
Cost	31
Slow Decision	26
Too close	20
Size of black population and racial attitudes	19
	223 total

Table 15
UMCP

RECRUITMENT

FALL 1972

EORP ADMITS WHO WENT ELSEWHERE

RATE UMCP

	Positive	Negative	Neutral
a. academic curriculum	102	5	43
b. cost of attending	56	44	52
c. size of student body	38	72	42
d. location of campus	77	49	25
e. availability of financial aid	53	44	54
f. availability of on-campus housing	53	17	82
g. activism on campus	58	12	31
h. racial tension on campus	19	38	94

Table 16

UMCP

RECRUITMENT

Special Fall 1972 Admit Test Group*

Racial Breakdown of Admitted Students	
Black	47
Oriental	10
Spanish Surname	9
American Indian	1
White	47
No Response	5
	119 admitted

Racial Breakdown of Registered Students	
Black	17
Oriental	6
Spanish Surname	4
American Indian	0
White	24
	51 registered

For 1972-73**

Cumulative G.P.A.	Number
0 - 1.00	14
1.00 - 1.50	10
1.51 - 2.00	14
2.01 - 2.50	7
2.51 - 3.00	2
	47

Average G.P.A. 1.44

Hours Attempted	Number
0 - 9	0
10 - 12	1
13 - 15	3
16 - over	43
	47

Average hours attempted 24.4

---

* Preliminary numbers, subject to minor corrections.

** 4 of the 51 admitted students did not complete two semesters.

with later success in the University. The test sample in this special group is small and the preliminary results are inconclusive.

Tables 17 and 18 are a repeat of Tables 4 and 5 in order to give at this point a total picture of the changing undergraduate enrollment by race. Table 19 illustrates another feature of that enrollment by looking in particular at Black undergraduate enrollment within the various academic Divisions of the University of Maryland College Park. This Table illustrates the nationally observed phenomenon of heavy concentration in Education and other areas in the Divisions of Human and Community Resources and Behavioral and Social Sciences on the part of Black undergraduates. Table 20 repeats Table 6 at this point in order to give a more indepth picture of a registration in a recent year, the Fall of 1972. It is expected that the total numbers involved will not change significantly over the next few years, although the minority component of both undergraduate and graduate will rise. Table 20 also illustrates the stable distribution between the various classes and between undergraduate and graduate enrollment. Tables 21 and 22 give a different picture of the College Park enrollment at the undergraduate and the graduate level. In particular, this picture shows a small but significant number of married undergraduate students and a fairly large component of older full-time undergraduate students.

Considerations of the undergraduate enrollment must take place within the framework presented by the population graduating from the high schools of the State of Maryland. By Board of Regents policy only 500 out of 5200 new freshmen can be from out of State; recent studies indicate that most of the in-State new freshmen coming to College Park have been recent graduates from Maryland high schools. Therefore, the ability to attract increasing numbers of minority students into the new freshman component of the undergraduate enrollment at College Park depends critically upon the fraction of graduating high school students who are

Table 17
UMCP

REGISTRATION

NEW FRESHMEN

FALL

	Black	%	Total
1968	232	4	5,670
1969	239	5	4,787
1970	386	7	5,160
1971	467	9	5,279
1972	477	10	4,806
1973	708	15	4,614

Table 18

UMCP

REGISTRATION

UNDERGRADUATES

FALL

	Black	%	White	Other	Total
1968	484	1.9	-	-	25,805
1969	574	2.3	23,969	874	25,417
1970	958	3.6	24,878	884	26,720
1971	1,231	4.5	25,338	1,109	27,678
1972	1,321	4.9	25,278	546	27,145
1973	1,773	6.8	23,573	846	26,192

Table 19

UMCP

REGISTRATION

BLACK UNDERGRADUATE

	Fall 1970	Fall 1971	Fall 1972
Agricultural and Life Sciences	30	28	43
Arts and Humanities	50	59	72
Behavioral and Social Sciences	155	243	304
Human and Community Resources	137	196	222
Mathematical & Physical Sciences & Engineering	40	67	46
Undeclared, General Studies, Pre-professional	526	638	634

Cultural Study Center Reports #4-71, 1-72, 6/73

Table 20

UMCP

REGISTRATION
FALL 1972

	Full Time					Part Time					Totals					All
	B	O	S	NA	AO	B	O	S	NA	AO	B	O	S	NA	AO	Students
Freshman	749	61	41	32	6,927	39	2	-	1	397	788	63	41	33	7,324	8,249
Sophomore	207	29	16	10	5,051	6	-	1	-	274	213	29	17	10	5,325	5,594
Junior	156	58	36	22	5,420	1	7	2	4	330	157	65	38	26	5,750	6,036
Senior	124	95	49	38	5,090	12	7	4	6	570	136	102	53	44	5,660	5,995
Other	-	-	-	-	423	-	-	-	-	508	-	-	-	-	931	931
Unavailable	20	6	3	3	193	7	8	3	2	95	27	14	6	5	288	340
UNDERGRADUATE	1,256	249	145	105	23,104	65	24	10	13	2,174	1,321	273	155	118	25,278	27,145
GRADUATE	153	43	41	2	3,326	121	28	24	1	3,530	274	71	65	3	6,856	7,269
TOTALS	1,409	292	186	107	26,430	186	52	34	14	5,704	1,595	344	220	121	32,134	34,414

B=Black, O=Oriental, S=Spanish surname, NA=Native American, AO=All other.

Cultural Study Center Report #6-73

Table 21
UMCP
REGISTRATION
FALL 1972

	Single		Married		Other/Unknown	Total
	Male	Female	Male	Female		
Freshman	3089	2869	192	189	40	6379
Sophomore	2851	2590	207	229	34	5911
Junior	2998	2270	379	318	55	6020
Senior	3663	2526	587	615	63	7454
Special	201	82	160	155	22	620
Other	82	43	30	34	37	226
Total Undergraduate	12884	10380	1555	1540	246	26610
Graduate	1866	1128	2569	1876	262	7701
TOTAL	14750	11508	4124	3416	513	34311

Division of Institutional Research
April, 1973

Table 22
UMCP
REGISTRATION
SPRING 1973

Age as of Jan. 1st	Full-Time Undergraduate	Part-Time Undergraduate	Graduate Students	Total
16 years of age	8	2	0	10
17 years of age	184	19	0	203
18 years of age	3730	74	3	3807
19 years of age	4543	116	3	4662
20 years of age	4732	194	6	4932
21 years of age	4201	274	64	4539
22 years of age	1543	335	352	2230
23 years of age	767	292	463	1522
24 years of age	599	247	550	1396
25 years of age	589	233	616	1438
26 years of age	463	221	626	1310
27 and over	1162	1346	4025	6533
Unknown	58	17	36	111
Total	22579	3370	6744	32693

Division of Institutional Research
May, 1973

(Some inaccurate data due to miscoding of data base information.)

Black or other minorities. Table 23 illustrates that the percentage of twelfth graders who are Black is roughly equal to the percentage who are in college-preparatory track (and this roughly equals the current proportion of Black in the population of the State of Maryland). Traditionally the State of Maryland has been a very high exporter of graduating high school seniors to colleges in other states. This export has been as high as 30% and while some students come into the State from other States, the State of Maryland is still a net exporter at the rate of 10-15%. Table 23 looks specifically at how many recent graduates from Maryland high schools registered in the various campuses throughout the State. It illustrates this export problem for all students as well as for Black students. Comparing the number of minority students admitted under the EORP Program shown in Table 12 with the number of Black graduates from Maryland high schools in college-preparatory track, we see that UMCP is contacting and admitting a very high proportion of the Blacks graduating from high school who go on to college in the State of Maryland. However, Table 23 also illustrates that although these students are admitted, one half register and come to College Park.

Demographic studies of the State of Maryland illustrate that in the age groups which are going through primary and secondary schools, the percentage of that population which is Black will rise slowly in time. As Table 23 indicates, the Black graduates are currently approximately 16%, being slightly less than the Black population in the State at large. It is expected in the next decade that this percentage will grow to 20% or more, which will exceed the population in the State at large at that time. (In other words, the Black population in the State of Maryland is a younger population and there are proportionately more Black students in the elementary and secondary schools.)

Table 24 gives registration information for the graduate students at the University of Maryland College Park. It shows a roughly stable proportion

Table 23

UMCP

REGISTRATION

FALL 1972

from

Maryland High Schools
June 1972

	Black	White	Total
Twelfth graders	8,404	41,817	52,361
Total graduates	7,821	38,915	48,727
Graduates in college prep	4,490	24,492	30,106
Registered Maryland College	3,140	15,237	18,890
Registered UMCP	239	3,088	3,402

Maryland Public Colleges

Total Undergraduates

Community Colleges	2,660	20,310	23,301
State Colleges	7,687	11,239	19,638
University of Maryland	2,249	28,298	31,108
Total	12,596	59,847	74,047

Table 24

UMCP

REGISTRATION

GRADUATE

	Black	White	Other U. S.	Foreign	Total
Fall 1971	297 (4.1%)	6,325	124	473	7,209
Fall 1972	270 (3.8%)	6,342	137	429	7,178
Fall 1973	273 (3.8%)	-	-	-	7,107

of Black students, about 4%, in a total population which is declining slightly. Table 24 also shows that there are more foreign graduate students at UMCP than Black, or even total minority, Americans. For a large State University, this situation indicates inverted priorities, and must be changed. Table 25 gives details of the areas in which the graduates at College Park are studying. This Table also makes a detailed numerical comparison between the registration of the minority graduate students by field with corresponding registration nationally. Table 26 gives further information on this national picture, as well as giving reasonably current estimates of the Black Ph.D. population throughout the country. This distribution by various fields of study throughout the nation as chosen by Black graduate students and other minorities has direct bearing, of course, on the national pool of minority Ph.D.'s by field of study, as well as the future supply of University and College faculty.

2. Retention, Advising and Special Support of Students

The College Park Administration has an explicit and detailed commitment to improve advising for all students of the Campus, in particular the undergraduates. This commitment is reflected in a well thought-out plan for advising which was considered by the Campus Senate, accepted by the College Park administration and formally considered and received with favor by the Board of Regents. This carefully constructed advising system is a multi-level system coordinated at the Campus level by the Administrative Dean for Undergraduate Studies within the Office of the Vice Chancellor for Academic Affairs. It builds directly on the new academic Divisional organization of the Campus and places responsibility within Divisional offices for supervision of the advising within their Divisions. Particularized advising within the professional Colleges, as well as within the other departments of a Division, is expected to continue and rest heavily on the faculty within those departments and Colleges.

Table 25
UMCP
REGISTRATION
GRADUATE

FALL 1972

	Arts and Humanities	Biosciences	Business	Education	Engineering	Human Ecology	Math., Phys. Sci.	Social Sciences	TOTALS
Black	19	12	2	118	11	18	25	65	270
White	701	375	207	2328	555	106	873	1197	6342
Other U. S.	37	6	3	38	20	6	12	15	137
Foreign	29	33	4	17	108	6	141	91	429
TOTAL	786	426	216	2501	694	136	1051	1369	7178
U. S. TOTAL	757	393	212	2484	586	130	910	1278	6749

Percentages	Local	Natl	Local	Natl	Local	Natl	Local	Natl	Local	Natl	Local	Natl	Local	Natl	Local	Natl	Local	Natl
White	96.0	96.2	95.7	89.6	97.6	94.7	94.7	93.9	94.9	85.3	83.8	*	96.3	90.7	94.2	93.8	94.9	92.5
Black	2.5	1.3	3.0	2.2	1.0	1.0	4.7	4.6	1.9	1.1	13.9	*	2.7	1.3	5.1	2.6	4.0	2.7
Oriental	1.3	1.5	1.3	6.1	1.4	3.0	0.5	0.7	3.2	10.0	2.3	*	1.0	6.7	0.7	2.4	1.0	3.2
Other	0.2	2.0	0.0	1.2	0.0	0.8	0.1	0.8	0.0	3.5	0.0	*	0.0	1.3	0.0	1.2	0.1	1.6

* no figures available

Sources:

University of Maryland: Graduate School Survey of Departments, September, 1972.

National: The American Graduate Student: A Normative Description. John A. Creager: American Council on Education Research Report, Vol. 6, No. 5, 1971

Table 26
GRADUATE STUDENTS

DERIVED FROM

ACE STUDY

Vol. 6, No. 5, 1971

John A. Creager

	Bioscience	Business	Education	Engineering	Arts & Humanities	Math & Phys. Sc.	Social Science	Health Science	Law
# grad. stud.	58,805	94,088	257,762	88,208	176,415	94,088	131,331	19,504	50,366
# Black grad. stud.	1,294	940	11,857	970	2,293	1,223	3,415	273	1,323
# Ph.D. students	49,220	27,191	48,975	53,189	107,260	74,141	84,052	5,266	2,899
# Black Ph.D. stud.	1,083	272	2,253	585	1,394	964	2,185	74	75
Field % grad. stud.	6.5	9.6	26.3	9.0	18.1	9.6	13.4	2.0	5.2
Field % Ph.D. stud.	10.9	6.0	10.8	11.8	23.7	16.4	18.6	1.2	0.6
Field % Black Ph.D.	12.2	3.1	25.4	6.6	15.7	10.8	24.6	0.8	0.8

Typically, about 2-3% of the graduate enrollment receive Ph.D.'s in a year.

A recent (1973) survey by the National Association of State Universities and Land Grant Colleges showed 41,321 minority, including 24,295 Black, graduate students out of a total of 499,704 for these institutions. Thus, about half the current graduate enrollment was surveyed and showed 4.9% Black.

A 1972 Census report shows 7.9% of Black 25-34 years old completed 4 years of College, compared to 18.8% of Whites. Since Blacks are 12% of that age group, and 4 years College are a prerequisite to graduate school, no more than 5% of graduate enrollment can currently be expected to be Black. This changes rapidly as the rising national undergraduate Black percentage goes on to graduate work.

Besides this multi-level advising structure, there are special services in support of students who have need for them, of particular interest to some minority students. These services are coordinated within the Intensive Educational Development Program found in the Office of Minority Student Education. These special services for I.E.D. students are currently utilized by about 25% of our Black undergraduate population.

As the Campus gains more experience with the new academic Divisional structure, as well as with the new Office for Undergraduate Studies, it is hoped that increasing attention can be paid within the advising system to monitoring the progress of minority students on the Campus. Particular attention will be paid to retention, as the most immediate signal of distress in academic progress. As background information in the area of this progress Table 27 shows for the past several years the distribution of Black undergraduates among the classes. The Table must be read with the understanding that the new Black freshman presence in the undergraduate body is rising sharply through these years. In order to get a better understanding for the specific retention/attrition problem for minority students, a study was made of Fall 1968 and Fall 1969 matriculants. The results of this study are shown in Tables 28 and 29.

Table 28 follows all of those Black freshmen who came for the first time in Fall 1968 or Fall 1969 and who had all available predictors. This usually requires SAT scores and as we saw previously, only about 60% of entering Black students have had these test scores. The study made by the Cultural Study Center also looks at a comparable number of White students as a control group. Table 28 shows the grade point average achieved by these two groups of students throughout the years of their stay at College Park. In both cases - 1968 and 1969 - the groups are decreasing in number as the years go on. Therefore, grade point averages are shown for the changing number of students each year, as well as the grade point average achieved by the final group. Cumulative averages are also shown for these two groups in Table 28.

Table 27
UMCP

RETENTION

BLACK UNDERGRADUATES

	Fall 1969	Fall 1970	Fall 1971	Fall 1972
Freshmen	315	504	724	788
Sophomore	98	162	221	213
Junior	67	145	123	157
Senior	45	97	110	136
Other	49	36	53	27

Cultural Study Center Reports #4-71, 1-72, 6-73

Table 28
UMCP
RETENTION

CSC Study 4-73*

Fall 1968 Matriculants

	1968-69	1969-70	1970-71	1971-72
Grade Point Average				
(all remaining - variable)				
Blacks	1.69	2.08	2.26	2.71
Whites	2.22	2.63	2.81	3.10
(Senior subgroup - fixed)				
Blacks	2.05	2.42	2.46	2.71
Whites	2.62	2.81	2.88	3.10
Cumulative GPA				
(all remaining - variable)				
Blacks		1.97	2.22	2.46
Whites		2.56	2.72	2.87
(Senior subgroup - fixed)				
Blacks		2.27	2.36	2.46
Whites		2.73	2.79	2.87

Fall 1969 Matriculants

	1968-69	1969-70	1970-71	1971-72
Grade Point Average				
(all remaining - variable)				
Blacks		1.99	1.96	2.23
Whites		2.39	2.62	2.77
(Junior subgroup - fixed)				
Blacks		2.20	2.18	2.23
Whites		2.56	2.63	2.77
Cumulative GPA				
(all remaining - variable)				
Blacks			2.03	2.28
Whites			2.59	2.68
(Junior subgroup - fixed)				
Blacks			2.20	2.28
Whites			2.59	2.68

* Cultural Study Center, by Albert S. Farver, William E. Sedlacek, Glenwood C. Brooks, Jr.

Table 29 is more information about these two studies of the Fall 1968 and Fall 1969 matriculants for a sample of Black students and a sample of White students - as well as excerpting some information on the total new freshman component for these years. These are the only studies available at this time in detail about retention of our Black undergraduate students. Table 29 shows that within the poor statistics of the small numbers of the sample available, there are no significant differences in this retention. However, the numbers in the Table do point up the need for a larger study, particularly of the minority retention at College Park.

Table 30 is a reproduction of a study of attrition that has been conducted for many years by the Division of Institutional Research. There are similar Tables available for the attrition of transfer students, showing that for that component the attrition is much more severe. Table 30 shows details for the attrition of new first-time students who come to College Park in the Fall and Summer. (Numbers were excerpted from this Table and illustrated in the previous Table 29. Also, the numbers in Table 30 will be organized in a slightly different way for comparison by semester in Table 31.) The numbers shown in Table 30 (and similar numbers for transfer students) form a basic pool of information about the attrition for the total undergraduate student body at College Park.

In order to get yet another picture of attrition, particularly in going from the Fall semester to the Spring semester, the numbers that are displayed in Table 30 have been summed up in a different fashion for display in Table 31. In any given year, for example the Fall of 1969, the numbers in Table 30 which represent the students who are on the Campus at that time are added up. (This does not include Spring matriculants.) Using the Fall of 1969 as an example, the numbers which would be added would be the first semester matriculants - 4810 - as well as the third-semester matriculants under the 1968 column and the fifth-semester matriculants under the 1967 column, etc. backwards in time. This summation of all the students who entered as new

Table 29
UMCP

RETENTION

UNDERGRADUATE

Fall 1968 Matriculants

	Black Brooks Sample		White Brooks Sample		Total (OIR)	
(enter Fall 1968)	(232)*		-		(5,670)	
		%		%		
retained thru 68/69	126	100	178	100	4,736	100
69/70	105	83	134	75	3,837	81
70/71	80	64	110	62	3,260	69
71/72	59	47	90	51	2,906	61

Fall 1969 Matriculants

	Black Brooks Sample		White Brooks Sample		Total (OIR)	
(enter Fall 1969)	(239)*		-		(4,810)	
		%		%		
retained thru 69/70	133	100	122	100	4,317	100
70/71	107	80	102	84	3,463	80
71/72	76	57	81	66	2,888	67

* The Brooks Sample considered only those entering new Freshmen who had all predictors, and stayed through the first year. Typically, from a study of Fall 1972 registrants about 50-60% of Black new Freshmen have SAT scores.

UMCP
UNDERGRADUATES

Table 30

ATTRITION OF FIRST-TIME STUDENTS OF FALL AND SUMMER SEMESTERS

Semester Registered dismissal eligible to continue	1965 Matriculant Number	%	1966 Matriculant Number	%	1967 Matriculant Number	%	1968 Matriculant Number	%	1969 Matriculant Number	%	1970 Matriculant Number	%	1971 Matriculant Number	%	1972 Matriculan Number	%
First	6002	100%	4990	100%	5138	100%	5670	100%	4810	100%	5176	100%	5483	100%	4753	100
dismissed	160		*		163		202		102		122		160		132	
eligible	5842	97			4975	97	5468	96	4708	98	5054	98	5323	97	4621	97
Second	5456	91	4862	97	4745	92	5221	92	4438	92	4754	92	4912	90		
dismissed	1037		633		465		485		121		270		251			
eligible	4419	74	4229	85	4280	83	4736	84	4317@	90	4484	87	4661	85		
Third	4473	75	3941	79	4007	78	4169	74	3967	82	4194	81	4320	79		
dismissed	*		545		495		425		251		234		295			
eligible			3396	68	3512	68	3744	66	3716	77	3960	77	4025	73		
Fourth	4071	68	3537	71	3647	71	4014	71	3664	76	3824	74				
dismissed	549		409		352		177		196		189					
graduated	4	0	4	0	0	0	10	0	1	0	**					
eligible	3518	59	3124	63	3295	64	3837@	68	3468	72	3635	70				
Fifth	3432	57	3097	62	3017	59	3622	64	3313	69	3366	65				
dismissed	356		339		282		238		163		172					
graduated	4	0	18	0	11	0	20	0	5	0	**					
eligible	3072	51	2740	55	2735	53	3384	60	3150	65	3194	62				
Sixth	3155	53	2866	57	2917	57	3418	60	3011	63						
dismissed	239		233		97		158		123							
graduated	19	0	18	0	28	1	51	1	10							
eligible	2907	48	2615	52	2820@	55	3260	57	2888	60						
Seventh	2958	49	2581	52	2784	54	3607	64	2842	59						
dismissed	194		176		107		137		92							
graduated	19	0	28	1	95	1	157	3	14							
eligible	2745	45	2405	48	2677	52	3470	61	2750	57						

(1)

Table 30

UMCP
UNDERGRADUATES

ATTRITION OF FIRST-TIME STUDENTS OF FALL AND SUMMER SEMESTERS
(Continued)

Semester Registered dismissal eligible to continue	1965 Matriculant		1966 Matriculant		1967 Matriculant		1968 Matriculant		1969 Matriculant		1970 Matriculant		1971 Matriculant		1972 Matricula
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Eighth	2700	47	2497	50	2657	52	2979	53							
dismissed	120		71		64		73								
graduated	1395	25	1320	26	1461	28	1757	31							
eligible	1185	20	24260	49	2593	50	2906	51							
Ninth	1183	20	1113	22	1239	24	1059	19							
dismissed	98		55		50		30								
graduated	1626	27	1803	26	2029	39	1757**	31							
eligible	1085	18	1058	21	1189	23	1029	18							
tenth	600	12	656	13	560	11									
dismissed	33		31		15										
graduated	2484	41	2126	43	2291	45									
eligible	6663	11	625	13	545	11									
Eleventh	319	5	459	9	261	5									
dismissed	24		24		21										
graduated	2586	41	2193	44	2291**	45									
eligible	294	5	435	9	240	5									
Twelfth	252	4	215	4											
dismissed	22		10												
graduated	2667	44	2226	45											
eligible	230	4	205	4											
Thirteen	315	5	152	3											
dismissed	10		14												
graduated	2703	5	2226**	45											
eligible	310	5	138	3											

UMCP

Table 30

UNDERGRADUATES

ATTRITION OF FIRST-TIME STUDENTS OF FALL AND SUMMER SEMESTERS
(Continued)

Semester Registered dismissal eligible to continue	1965 Matriculant Number	1965 Matriculant %	1966 Matriculant Number	1966 Matriculant %	1967 Matriculant Number	1967 Matriculant %	1968 Matriculant Number	1968 Matriculant %	1969 Matriculant Number	1969 Matriculant %	1970 Matriculant Number	1970 Matriculant %	1971 Matriculant Number	1971 Matriculant %	1972 Matriculant Number	1972 Matriculant %
Fourteen	153	3														
dismissed	10															
graduated	2747	46														
eligible	143	2														
Fifteen	115	2														
dismissed	5															
graduated	**															
eligible	110	2														

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*No summary was made of the Academic Action for Fall, 1966-67.

3Changes in grading procedures due to civil disturbances cause a distorted picture of retention for Spring 1970.

**Graduates for these semesters have not been processed.

Division of Institutional Research
May, 1973

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first-time students in all of the previous years shown in Table 30 is then given under the column entitled New Fall Freshmen in Table 31 - adding up in this case for Fall 1969 to 15,760. A similar summation backwards in time was performed on the Tables which are comparable to Table 30 for transfer students from Community Colleges or State Colleges. Table 31 gives a snapshot in a particular semester of most of the students who either entered that semester or at a previous semester in that category and compares that number with the next semester, summed up in the same way.

Thus, Table 31 gives a different kind of average performance by the different components of the undergraduate body at College Park - new freshmen, Community College transfer, State College transfer. It shows how these components and the total found therefrom perform in the Fall *vs.* the Spring. It shows that for the total population that is illustrated the typical attrition between the Fall and the Spring is 10-15%. Although the numbers are meager under the column "Sum", the trend does seem to be towards a larger attrition between Fall and Spring as we move from 1968 to 1972. This is cause for some alarm and will require more careful study.

The most recent study of student choices, and changes, of Colleges is shown in Table 32. First-time students (5119) in Fall 1970 were followed to registration Fall 1972 as they changed College or left UMCP (1776 left including pre-professional). In the two years, 35% left. The diagonal underlined numbers (adding to 2425) are those remaining in their original College (47%).This Table and the experience of the various Deans of the Colleges at College Park show that the student who enters as a freshman at College Park and graduates four to six years later may change his program of study several times. This is a most

Table 31

UMCP

RETENTION

FALL *vs.* SPRING

	New Fall Freshmen	Community College Fall Transfer	State College Fall Transfer	Sum*
Fall 1968	15,732	1,439	2,703	19,874
Spring 1969	14,534 (92%)	1,165 (81%)	2,276 (84%)	17,975 (90%)
Fall 1969	15,760	1,378	2,243	19,381
Spring 1970	14,565 (92%)	1,218 (88%)	2,070 (92%)	17,853 (92%)
Fall 1970	16,980	1,788	2,466	21,234
Spring 1971	15,401 (91%)	1,396 (78%)	2,138 (87%)	18,935 (89%)
Fall 1971	18,610	2,046	2,450	23,106
Spring 1972	15,501 (83%)	1,642 (80%)	2,045 (83%)	19,188 (83%)

* CSC Report #4-70 reported that of all Blacks registered Fall 1969 87% registered in Spring 1970 compared to 85% for all UMCP undergraduates.

Table 32

ATTRITION

COLLEGE to COLLEGE

First-Time Students Fall 1970

as of Fall 1972

Fall 1970	AGR	ARCH	A&S	BPA	EDUC	ENGR	HEC	PERH	Pre-Prof.	OIR	Total
1970 START	116	48	2511	529	836	477	166	97	264	75	5119
1972 AGR	65	2	41	3	3	15	2	1	-	-	132
ARCH	-	19	8	-	-	1	-	-	-	-	28
A&S	7	10	1302	56	64	59	12	4	18	7	1539
BPA	2	4	134	261	10	56	1	5	2	3	478
EDUC	-	-	121	13	475	14	5	8	8	6	650
ENGR	-	1	4	-	-	141	-	-	-	-	146
HEC	1	-	50	9	18	2	76	2	2	3	163
PERH	1	-	17	2	5	2	2	44	7	2	82
Pre-Prof.	-	-	35	2	4	4	2	-	23	1	71
OIR	2	-	14	7	5	3	2	1	3	16	53
GRAD	-	-	1	-	-	-	-	-	-	-	1
1972 GONE	38	12	784	176	252	180	64	32	201	37	1776

important characteristic of a large University campus and is experienced at other similar campuses throughout the country. The great advantage of a Campus like College Park for its undergraduate students is the availability of a wide range of programs and courses, thereby aiding the maturation process and allowing a flexible response by the Campus to individual needs.

Within the general advising system at College Park the special services provided by the Intensive Education Development Program deserve particular attention. This Program concentrates great resources on providing tutoring for the students in that Program. Table 33 illustrates over the past several years the numbers of students involved in the I.E.D. Program and how they proceed with their studies. Table 34 is a companion Table to Table 33, illustrating the particular concentration of financial aid for the students within the I.E.D. Program. The numbers given here illustrate the need to expand these special services in the Minority Student Education Office.

Of particular importance in supporting all students in their studies is financial support. Many students are forced to drop out of school because of economic distress. Table 35 shows for the past several years the financial aid that has been given to undergraduate students at College Park. Of course, not shown are various other kinds of workships and jobs held by many undergraduate students. However, Table 35 does illustrate that a significant fraction of undergraduates - about 6,000 out of about 27,000 - receive direct financial aid. Many of those students who do receive aid receive grants and scholarships from several sources. Therefore, as an illustration under 1972/73, are shown not only the number of awards but also the number of individual students who received these awards.

Table 33

UMCP

RETENTION

Intensive Education Development Program

	1969-70	1970-71	1971-72	1972-73 *
Fall				
Registered	82	189	403	383
Black	73	174	383	396
White-other	9	15	20	12
Withdrew-transfer	6	20	40	25
Dismissed	10	28	58	22
Probation	14	39	85	-
Reinstated	8	22	30	-
Spring				
Registered	80	209	350	408
Black	72	191	336	-
White-other	8	18	14	-
Withdrew-transfer	15	42	10	72
Dismissed	12	54	63	97
Probation	20	47	84	-
Reinstated	-	29	20	-
Yearly retention	75%	70%	88%	-

* Preliminary

From IED Annual Reports.

Table 34
UMCP

FINANCIAL AID

Intensive Education Development Program

	1969-70	1970-71	1971-72 *	1972-73 *
Total number enrolled	92	248	512	400
Number some aid	80	214	335	317
Number full aid	60	166	278	-
Total aid	$163,057	$293,012	$480,700	$439,509
Average aid	$ 2,038	$ 1,369	$ 1,641	$ 1,500

* Preliminary
** Not including $106,296 in other grants,Loan Programs
From IED Annual Reports

Table 35

UMCP

FINANCIAL AID

	1970-71				1971-72				1972-73 (estimate)			
	Black Students		Total Students		Black Students		Total Students		Black Students		Total Students	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
University Scholarships and Grants	152	$101,175	684	$656,601	473	$283,742	1508	$871,757	520	$323,700	1650	$915,000
Educational Opportunity Grants	263	183,000	660	448,140	434	290,100	883	524,900	480	335,000	875	581,000
Other Scholarships and Grants	114	63,375	3053	1,179,366	163	84,250	3210	1,241,596	185	95,000	3242	1,304,000
National Defense Student Loans	515	275,140	2060	1,072,000	610	371,795	2017	1,184,323	700	462,000	2225	1,488,500
Other University Loans	185	17,025	420	49,760	318	34,400	550	58,073	300	27,300	455	41,500
Law Enforcement Loans	10	14,000	131	182,310	42	25,800	740	379,160	48	24,594	914	249,200
College Work-Study Employment	258	130,000	589	423,375	432	244,150	1126	644,208	419	184,360	975	435,000
Federal Nursing Student Aid Program (Loans and Scholarships	-	-	-	-	-	-	-	-	28	42,025	92	115,950
								Total Awards	**2680**	**1,493,974**	**10,428**	**$5,130,150**
								Unduplicated Students	1030	1,450 avg.	6,134	836 avg.

Another kind of indirect aid of vital importance in recruiting and retaining minority students in particular is the availability of on-Campus housing. Table 36 illustrates the capacity of on-Campus housing and the fraction of the total undergraduate student body which resides on Campus. It also shows the number of Black students who are housed on Campus, the fraction of the total Black undergraduate student body in the housing, and the increasing fraction of the on-Campus housing capacity occupied by Black undergraduate students. This Table shows dramatically that the College Park Campus has made a concerted effort to make on-Campus housing available to minority undergraduate students. Retention of minority students is enhanced by availability of housing, with the concomitant possibility of enhanced sense of community.

Financial aid for graduate students takes the form typically of teaching assistantships and a lesser number of research assistantships, fellowships and traineeships. Table 37 gives the available information in this area for the past two years. The awarding of teaching assistantships and other financial aid to graduate students should be compared to the total enrollment of graduate students shown in Table 24. Comparison of these two Tables for Fall of 1972 shows, for example, that 1,954 assistantships were available for 7,178 graduate students, or 27% of our graduate students had this kind of financial aid. Finally, it should be remembered in reading Table 37 that typically research assistantships are given to students who have been in Graduate School several years longer on the average than the recipients of teaching assistantships, since the research involved is normally related to the thesis of the student. A limited amount of graduate student housing is available for married teaching assistants.

A different kind of financial aid is illustrated in Table 38, where the resident assistantships held by students in the on-Campus Residence Halls are shown for the Fall of 1972.

Table 36

UMCP

UNDERGRADUATE

HOUSING

	Capacity	% UG	Black	% Black UG	% Capacity
Fall 1968	8,485	33%	297	52%	3.5%
1970	8,341	31	406	42	4.9
1971	8,171	30	712	58	8.7
1972*	8,071	30	762	58	9.4

* from Spring 1973 numbers.

Table 37

UMCP

FINANCIAL AID

GRADUATE

	Black	White	Other U. S.	Foreign	Total
FALL 1971					
Teaching assistantships	41 (3.7%)	918	23	117	1,099
Research assistantships	9 (2.2%)	295	8	91	403
Fellowships and trainees	20 (10%)	176	2	1	199
FALL 1972					
Teaching assistantships	44 (3.7%)	988	17	137	1,186
Research assistantships	9 (2.2%)	300	5	89	403
Fellowships and trainees	32 (8.8%)	291	8	34	365

Although the number of such resident assistantships is not very large compared in particular to other kinds of work available, these assistantships are prized by students for the convenience involved. Table 38 shows that a very large fraction of all the resident assistantships in the on-Campus housing held by undergraduates is held by Black undergraduate students - 44%.

3. Recruitment and Retention of Faculty and Administrators

The recruitment of minority faculty and administrators is dominated by the scarcity of minorities felt nationwide in the senior ranks. This combines at a Campus like College Park with the economic pinch, as well as the policy moves stabilizing the population at the Campus. Using other large Campuses which have been stabilized as a guide, College Park can expect increasingly to see its faculty ranks become more and more tenured. At the moment in the three professorial ranks there is a roughly equal distribution of numbers - implying that 2/3 of the professorial ranks are tenured already. If the turnover in these professorial ranks stays as low as it has been up until now, and it is likely to do so for some years because these ranks are younger in age than other more stable campuses in the country, then the net result will be a further clustering of the professorial ranks at the senior level.

These considerations combine with a fairly rapidly changing social demand for field of study. Within the past several years Universities and the nation at large have experienced a sharp increase and then a falloff in demand for technologically prepared students and faculty, e.g. Engineering. As the population of the country at large has slowed its recent rapid growth, there has been a tremendous rise and now a dramatic drop in demand for teachers. These very general trends are translated into shifts on a Campus like College Park of registration by students and of need for faculty positions. There is no alternative but to revert some faculty positions that become available in fields where demand

Table 38

UMCP

FINANCIAL AID

FALL 1972

	Black	White	Other	Total
Graduate resident assistants	3 (14%)	17	1	21
Undergraduate resident assistants	58 (44%)	73	2	133

has fallen off and to reallocate those positions to fields where demand is on the rise.

Many other factors enter into attracting and holding faculty and academic administrators. Factors such as teaching load, the availability of graduate student assistants, equitable salaries, and reasonable fringe benefits and many others, all enter into this complex environment. For minority faculty members there are particular problems facing them as they come to the Campus, and imposed on them as they stay at the Campus. Such a potential minority faculty member may be the only such minority person in that general area. Minority faculty members at this Campus and at all Campuses find themselves heavily burdened by contributions on committees and other University-wide service. Finally, while the availability nationwide of minority faculty and academic administrators remains small, particularly at the more experienced ranks, there are heavy added pressures on those persons, represented by extremely large numbers of attractive offers to go elsewhere.

Table 39 repeats the presentation of the Black faculty component at College Park for the past several years. It is complemented by Table 40 which shows in much more detail the Fall 1972 faculty and other academic positions. These Tables illustrate the currently small percentage of the faculty component occupied by minority members and the painfully slow rise therein.

Concentrating on the top professorial ranks, Table 41 gives some detailed information about the numbers in these ranks held by women and Blacks, and also the crucially important factor of the number holding Ph.D.'s. At the upper ranks in particular the attainment of the doctorate degree is in almost all cases a requirement for consideration at those ranks. Therefore, an understanding of the dynamic growth within the national pool of minorities holding Ph.D.'s is important for a complete picture of these ranks.

Table 39
UMCP

BLACK FACULTY

	70/71		71/72		72/73		73/74	
	Full-time	Total	Full-time	Total	Full-time	Total	Full-time	Total
Professor	-	2	3	4	4	4	4	4
Associate Professor	-	1	3	5	5	8	6	8
Assistant Professor	-	6	9	9	10	12	11	14
Instructor	-	10	13	15	7	8	9	11
Lecturer	-	10	6	9	5	13	10	21
Sum	-	29	34	42	31	45	40	58

Table 40
UMCP

FALL 1972 ACADEMIC

	White		Black		Oriental		Other/Unk.		Total	
	Full-time	Total	Full-time	Total	Full-time	Total	Full-time	Total	Full-time	Total
Professor	341	368	4	4	11	11	0	1	[illegible]	384
Assoc. Prof.	387	408	5	8	6	6	2	3	400	425
Asst. Prof.	431	447	10	12	7	7	5	5	453	471
Instructor	210	306	7	8	4	1	2	7	223	322
Lecturer	61	135	5	13	2	2	2	19	70	169
Research Assoc.	57	63	0	0	8	8	2	2	67	73
Jr. Staff *	140	168	2	6	3	5	3	7.	148	186
Executive [a]	86	86	1	1	0	0	0	0	87	87
Professional #	343	461	32	33	9	10	12	14	396	518
Total	2056	2356	66	85	50	54	28	58	2200	2553

*Graduate assistants, fellows, and trainees excluded.

[a] Department chairmen, division chairmen, assistant and associate deans, deans and other administrative positions.

#Faculty with academic rank not in instruction, research, or public service and not counted as executives.

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Table 41

UMCP

FULL-TIME PROFESSORIAL FACULTY

1972-73

	Women				Black				Total	
	#	%	Ph.D.'s	%	#	%	Ph.D.'s	%	#	Ph.D.'s
Full Professors	23	6.4	22	6.5	4	1.1	4	1.2	356	339
Associate Professors	48	12.0	38	10.5	5	1.3	5	1.4	400	361
Assistant Professors	87	19.3	56	15.5	10	2.2	8	2.2	453	361
Professorial	158	13.1	116	10.9	19	1.6	17	1.6	1209	1061

It is estimated that 1-2% of the United States Ph.D's are Black; about 12% of the Ph.D.'s are women.

Some rough numbers are illustrated in Table 42 with respect to the attrition of professorial faculty. These are the top three ranks again wherein stability is quite high. While not given here, other studies have shown that the distribution by age within these ranks of faculty at College Park shows a younger faculty on the average than a comparably sized campus elsewhere.

Table 42

UMCP

FULL-TIME

PROFESSORIAL FACULTY

ATTRITION

	1970-71	1971-72	1972-73
Resignation	66	69	56
Retirement	9	14	11
Death	2	7	3
Total	77	90	70
% of Professorial	6.7%	7.4%	5.8%

The attrition illustrated in Table 42 applies only to the professorial ranks. There is a much larger turnover in the other faculty ranks, although the average occupation of the positions available is very high. Usually vacancies are anticipated and replacements are found immediately. Therefore attrition and turnover should not be confused with vacant positions.

It is clear from Table 42 that assuming the number of faculty positions authorized by the State Legislature does not increase significantly, there are very few positions which become available at these levels into which minority faculty can be recruited. Therefore, each one that becomes vacant must be monitored very carefully as to field of study as well as recruitment efforts.

Coupled with the information given previously on the enrollment within the Graduate Schools of the nation, there is some information available as to the national pool of minority faculty and academic administrators. This information is meager and is summarized in Table 43. The most significant point to be made here is that the graduate student minority population is rising rapidly and has changed from approximately 2% a few years ago to a present 4%. While the pool of Ph.D.'s is expected to rise at a much slower rate, still the rate is significant. In considering these facts when discussing faculty and academic administrators, it is important to distinguish between the tenured ranks, at which a Ph.D. is normally required, and the junior ranks, which may approximate closely the graduate population of the previous few years. Table 43 illustrates the desperate need for further large scale studies to establish a better picture of the true distribution by field , race and sex for graduate populations in the country. Because this picture is changing rapidly, it also indicates the need for several studies over time.

Table 44 gives a rough estimate over the past few years of the

Table 43

UMCP

FACULTY

AVAILABILITY STUDIES

Ford Foundation: "Graduate Education and Black Americans" by Fred E. Crossland, November 25, 1968. Studied 105 American graduate schools for Black Ph.D. recipients up to 1968. As of 1968, 11.5% of the U. S. was Black; 1.7% of graduate schools of arts and sciences enrollment was Black; 0.8% of all Ph.D.'s awarded between 1964 and 1968 were to Black Americans.

Ford Foundation: "A Survey of Black American Doctorates" by James W. Bryant, 1969/70. Surveyed 2,280 Black Ph.D.'s. Confirmed (as of 1969) this as less than 1% Ph.D.'s were Black. 9.4% were under 35 years old; 54.9% were in Education (28.6%) and Social Sciences (26.3%). 85.4% were in Colleges or Universities; 69.2% were in predominantly Black Colleges (about 350 in White Colleges). 79% were men.

NASULGC/Census: Recent surveys show the minority percentage of graduate schools changing rapidly. Current estimates are 3-4% Black. As these graduate students get advanced degrees, the pool of potential minority faculty increases, but more slowly because of the previously existing White preponderance.

Telephone survey: In Summer 1973 16 large State University campuses and 2 State University systems were surveyed for their Black faculty percentage. They reported from 0.6% to 5.0%. In a total of 40,388 faculty, 905 were reported Black for an average 2.2%.

A.C.E. (Chronicle of Higher Education, August 27, 1973): "Teaching Faculty in Academe: 1972-73", a survey of 42,345 professors conducted by the American Council on Education. 40.8% of the men, 61.6% of the women held Masters degrees; 33.8% of the men, 15.6 of the women held Ph.D.'s. 25.9% of men, 32.0% of women were in education and social sciences; 21.1% of men, 8.6% of women were in physical sciences and engineering; 25.1% of men, 29.8% of women were in humanities and arts; 7.4% men, 4.3% women were in biological sciences. For men, 2.4% were Black, 1.4% were oriental, 2.9% were other minorities; for women, 4.8% were Black, 1.7% oriental, 2.5% were other minorities.

number of appointments of academic administrators. While this number is small. it is by no means insignificant. In all cases for regular (as opposed to acting) appointment to positions of department chairman or above, it is the policy of the College Park administration to have search committees. These search committees are chosen to include members of the various constituencies as well as of minorities and women. In all cases such search committees are explicitly charged to include in their search special efforts for considering qualified minority candidates for the positions. Typically, however, for a position of a department chairman or a dean, a Ph.D. is required as well as several years of experience as a faculty member at the upper ranks. Thus, the recruitment and the retention of minority individuals into these positions is made more difficult, requiring extraordinary efforts and careful monitoring.

4. Recruitment and Retention of Staff

Figure 1, given previously, shows some numbers for classified staff and the minority component of several years ago. Table 45 reproduces these numbers in more detail for the College Park Campus in 1972. The categories shown are those defined by the U. S. Labor Department. Officials and managers at the College Park Campus in the classified system are usually directors of administrative groups, for example, a Director of Business Services. Professionals correspond for example to the upper-pay levels for data processing or possibly accountant-type personnel. Technicians usually correspond to laboratory technicians or lower-pay levels in data processing, etc. Most operators at the College Park Campus are machine operatives, such as earth-moving equipment and can also be some computer machinery operatives.

It is clear by looking at Table 46, which compares utilization of these categories at College Park with that of the immediate geographical neighborhood

Table 44

UMCP

APPOINTMENTS

ACADEMIC ADMINISTRATORS

	1970-71	1971-72	1972-73
Division Chairmen	-	-	5
Deans	2	2	3
Department Chairmen	14	8	10

Table 45

UMCP

CLASSIFIED EMPLOYEES

1972

	White	Black	Other Minorities	TOTAL
Officials & Managers	6	0	0	6
Professionals	167	4	0	171
Technicians	298	23	5	326
Office & Clerical	1,478	147	11	1,636
Craftsmen	296	38	0	334
Operators	331	247	13	636
Laborers	17	1	1	18
Service Workers	59	273	4	355
TOTAL	2,704	753	34	3,482

Table 46

UMCP

CLASSIFIED EMPLOYEES

Per cent Utilization

1972

	White			Black			Other Minorities		
	UMCP	MD/DC	Ratio	UMCP	MD/DC	Ratio	UMCP	MD/DC	Ratio
Officials & Managers	100%	94.3%	1.1	0.0%	5.1%	0.0	0.0%	0.6%	0.0
Professionals	97.7	90.8	1.1	2.3	5.7	0.3	0.0	3.5	0.0
Technicians	91.4	83.2	1.1	7.1	14.5	0.5	1.5	2.3	0.7
Office & Clerical	90.3	82.4	1.1	9.0	16.3	0.6	0.7	1.3	0.5
Craftsmen	88.7	86.7	1.0	11.4	12.6	0.9	0.0	0.7	0.0
Operators	52.0	69.0	0.8	38.8	29.8	1.3	9.2	1.2	7.6
Laborers	94.4	45.6	2.1	5.6	53.2	0.1	0.0	1.2	0.0
Service Workers	16.6	41.2	0.4	77.0	56.0	1.4	6.4	2.8	2.3
TOTAL	77.4	75.0	1.1	21.6	23.4	0.9	1.0	1.6	0.6

that in the upper categories the minority representation falls off drastically. At these upper levels, of course, the College Park Campus in particular is at a disadvantage in comparison to the Federal Government on its doorstep. We are caught between the higher pay offered by government laboratories and private industry in the area and the relatively lower pay in the same classified positions at other places throughout the State. This creates a particularly difficult situation for the University in trying conscientiously to utilize the State Classified System as it is intended.

Information comparable to that above for classified staff is given in Table 47 for that group of employees who are neither in the classified system nor in the teaching ranks. Table 47 gives information for this associate staff, both as to numbers and as to utilization ratios for 1972.

5. Opportunities for Graduate and Professional Study

The College Park Campus is fortunate in having nine professional colleges within its academic Divisions. These, as well as the other Departments of specialization, provide unparallel opportunities for students within the State of Maryland. As illustrated previously, particularly in Table 25, there are several areas embraced by the professional colleges in which minorities are traditionally underrepresented. In order to compensate for this tendency the Divisions embracing these colleges will pay close attention to the recruitment of minorities at the undergraduate and graduate student level, as well as faculty and staff. To the extent that it becomes possible, financial aid should be directed to those Divisions so that minority students may be aided in enrolling therein. Additional sources of revenues to help have to be sought out, such as cooperative education opportunities or intern opportunities. The College of Engineering at the moment has a growing program of cooperation with industry. Other professional colleges can make good use of this idea in their own fields.

Table 47

UMCP

ASSOCIATE STAFF

1972

	White	Black	Other Minorities	Total
Professionals	454	40	13	507
Technicians	21	6	0	27
TOTAL	475	46	13	534

Per Cent Utilization

	White			Black			Other Minorities		
	UMCP	MD/DC	Ratio	UMCP	MD/DC	Ratio	UMCP	MD/DC	Ratio
Professionals	89.5	90.8	1.0	7.9	5.7	1.4	2.6	3.5	0.7
Technicians	77.7	83.2	0.9	22.2	14.3	1.6	0.0	2.5	0
TOTAL	89.0	90.4	1.0	8.6	6.7	1.3	2.4	2.9	0.8

C-67 There has been for many years a preprofessional program at the College Park Campus which has acted as a feeder to those professional schools at the University of Maryland, Baltimore City. This has been a relatively stable program and well attended comparatively speaking, by minority undergraduates. Even closer relations can be attained, however.

It is planned that the Career Development Office of the College Park Campus can work much more closely with the academic Divisions in career advisement to students, both on entry into those Divisions, as well as exit from them to jobs. This will be integrated further with the multi-level advising system in the Office of Undergraduate Dean and coordinated with the Office of Minority Student Education, so that particular attention can be paid to the needs of minority students.

Many of the professional colleges have extensive contacts off the Campus. Some of these contacts have resulted in direct aid to students and faculty. Some, in the past, have resulted in gifts and other support. As the economic stringencies are felt increasingly by the Campus, these contacts will have to be expanded by the professional colleges.

6. Extracurricular Programs

There are several well-defined programs within the Minority Student Education Office of direct interest to minority students. Minority students participate in all student activities and opportunities. In addition, however, there are self-organized groups such as the Black Student Union and other Black student groups, the Club Latinoamericano, other ethnic groups, and the International Club for foreign students. Nyumburu Center is a physical location wherein educational, cultural and social activities of particular interest to minority students take place. As the minority student population on the College Park Campus continues to grow, the interest in these centers and activities can be expected to increase and the support of them should increase accordingly. The Black Honors caucus is a group of several years standing which has been enhancing an atmosphere of academic excellence for Black undergraduates.

UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE

FACULTY AND STAFF COMPOSITION

CALENDAR YEAR 1973

SPRING 1973

	FACULTY FULL-TIME LECTURER		FACULTY PART-TIME LECTURER		TOTAL		ASSOC STAFF		CLASSIFIED PERSONNEL		TOTAL	
	AMT	%	AMT	%	AMT	%	AMT	%	AMT	%	AMT	%
BLACK	0	0.0	5	1.3	5	1.2	6	9.0	31	23.1	42	6.4
ORIENTAL	0	0.0	5	1.3	5	1.2	0	0.0	1	0.8	6	1.0
SPANISH SURNAME	1	5.0	8	2.0	9	2.2	0	0.0	0	0.0	9	1.5
AMERICAN INDIAN	0	0.0	10	2.5	10	2.4	0	0.0	3	2.2	13	2.1
OTHER	19	95.0	367	92.9	386	93.0	61	91.0	99	73.9	540	89.0
TOTAL	20	100.0	395	100.0	415	100.0	67	100.0	134	100.0	610	100.0
NO RESPONSE					165	28.4						

FALL 1973

	FACULTY FULL-TIME LECTURER		FACULTY PART-TIME LECTURER		TOTAL		ASSOC STAFF		CLASSIFIED PERSONNEL		TOTAL	
	AMT	%	AMT	%	AMT	%	AMT	%	AMT	%	AMT	%
BLACK	0	0.0	4	2.2	4	2.0	5	6.5	33	21.2	42	10.4
ORIENTAL	0	0.0	2	1.1	2	1.0	0	0.0	2	1.3	4	1.1
SPANISH SURNAME	0	0.0	5	2.7	5	2.5	0	0.0	4	2.5	9	2.2
AMERICAN INDIAN	0	0.0	5	2.7	5	2.5	0	0.0	0	0.0	5	1.2
OTHER	5	100.0	168	91.3	173	92.0	52	93.5	117	75.0	342	85.1
TOTAL	5	100.0	184	100.0	189	100.0	57	100.0	156	100.0	402	100.0
NO RESPONSE					388	67.2						

NEWSPAPER
COPY FOR PUBLIC NOTICE:

- NOTICE OF PUBLIC HEARING -

A public hearing on the proposed MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE will be held: Monday, January 7, 1974 at 7:00PM in room #H-122 of the State House, Annapolis, Maryland.

The Governor's Desegregation Task Force is interested in receiving reactions to the Plan, either in support of the Plan as proposed or suggestions for change. Anyone wishing to be heard should notify in writing one of the following offices. Those giving prior written notice to the Task Force will be heard first, but all interested parties will be given the opportunity to present their views.

Chairman of the Task Force
Maryland Council for Higher Ed.
93 Main Street
Annapolis, Md. 21401
267-5961

Vice Chairman of the Task Force
President's Office
Morgan State College
Hillen Road & Coldspring Lane
Baltimore, Md. 21239
323-2270

Governor's Adm. Officer for Education
State House (Room 216)
Annapolis, Md. 21401
267-5326

The Plan has been developed at three levels -- State, segment (University, State Colleges, Community Colleges) and institutional. The State-wide and segment-wide aspects, which set forth the framework of the total Plan and form the bases for its implementation, are now available at the above locations. After December 14, 1973, institutional plans will also be available to interested parties at the same locations.

- -

THE STATE PLACED THE ABOVE COPY IN THE LEGAL NOTICE SECTION OF THE FOLLOWING NEWSPAPERS:

	Date of Appearance
The Baltimore Morning Sun	Dec. 4, 1973
The Baltimore News American	Dec. 4, 1973
The Washington Post	Dec. 4, 1973
The Baltimore Afro-American	Dec. 8, 1973

(1,000 copies of this notice were widely distributed)

C-70

GOVERNOR'S TASK FORCE FOR DEVELOPING THE MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE

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Mr. H. P. Rawlings
Mr. F. H. Spigler, Jr.
Mr. E. Stanley

-- *NOTICE OF PUBLIC HEARING* --

A public hearing on the proposed MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE will be held:

Monday, January 7, 1974 at 7:00 p.m.
Room H-122 (Appropriations Hearing Room), State House
Annapolis, Maryland

The Governor's Desegregation Task Force is interested in receiving reactions to the Plan, either in support of the Plan as proposed or suggestions for change. Anyone wishing to be heard should notify in writing one of the following offices. Those giving prior written notice to the Task Force will be heard first, but all interested parties will be given the opportunity to present their views.

Chairman of the Task Force
Maryland Council
for Higher Education
93 Main Street
Annapolis, Maryland 21401
267-5961

Vice Chairman of the Task Force
President's Office
Morgan State College
Hillen Road & Coldspring Lane
Baltimore, Maryland 21239
323-2270

Governor's Administrative Officer for Education
State House -- Room 216
Annapolis, Maryland 21401
267-5326

The Plan has been developed at three levels -- State, segment (University, State Colleges, Community Colleges) and institutional. The State-wide and segment-wide aspects, which set forth the framework of the total Plan and form the bases for its implementation, are now available at the above and following locations. After December 14, 1973, institutional plans will also be available to interested parties at the six locations listed herein.

Vice President-Administration
University of Maryland
College Park, Maryland 20742
454-2216

Executive Director
Board of Trustees
of State Colleges
16 Francis Street
Annapolis, Maryland 21401
267-5976

Executive Director
State Board for
Community Colleges
Treasury Bldg.-Room 307
Annapolis, Maryland 2140
267-5597

WND:mr
12/2/73

(This news release was delivered to the Associated Press representative in Annapolis)

C-71

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

William P. Chaffinch
Chairman
Dr. Henry C. Welcome
Vice-Chairman
Ellery B. Woodworth
Secretary

Dr. Wesley N. Dorn
Executive Director
Dr. Joseph F. Kenny
Assistant Director
Dr. Sheldon H. Knorr
Assistant Director

November 30, 1973

NEWS RELEASE

NOTICE OF PUBLIC HEARING

Dr. Wesley N. Dorn, Chairman of the Governor's Desegregation Task Force, and Dr. King V. Cheek, Vice Chairman, make the following announcement:

A public hearing on the proposed Maryland Plan for completing the Desegregation of the Public Higher Education Institutions in the State will be held on Monday, January 7th, 1974 at 7:00 PM in Room #H-122 (Appropriations Committee Room) of the State House, Annapolis, Maryland. Copies of the proposed Plan will be available for interested persons to review before the hearing. For further information, call the Task Force Chairman at the Maryland Council for Higher Education, Annapolis (267-5961), or the Task Force Vice Chairman, President's Office, Morgan State College in Baltimore (323-2270).

BEST COPY AVAILABLE

MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE

Data for Appendix D was prepared by the Maryland Council for Higher Education

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MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE

INSTITUTIONAL FACILITIES

1. The data presented herein was derived from the following sources:
    a. Facilities Inventories - Annual HEGIS Reports 1973
    b. Enrollment Data - Annual HEGIS Reports 1973
2. Projections - Enrollment & Facilities
    a. St. Mary's - From College Master Plan and Planning Staff
    b. UMCP, UMBC, UMES - From respective institutional planning staffs
    c. State Colleges - From Board of Trustees staff.
3. Construction Data and Expenditures
    a. Report of State Planning - Report "Capital Improvements by the General Assembly 1961-1973"
    b. Annual Capital Budget
    c. House Bill 501 - 1974 Capital Appropriations (GCL)
4. Condition of Facilities
    a. The Maryland Council for Higher Education conducted a survey of the age and condition of each building on all campuses of public institutions as of 1968. This survey was followed by on-site inspections and visits in 1969 and subsequent years. The State Colleges engaged a private firm which surveyed each campus and prepared a master plan for each campus with recommendations as to demolition and renovation of existing and new construction required by 1980. St. Mary's College prepared a master plan with similar information in 1973-1974. Based upon these documents, surveys and visits, the Maryland Council for Higher Education staff prepared the statements of condition of facilities.
    b. There are some variations in existing and projected facilities and expenditures. There are several reasons for these variations:

        (1) The academic programs at institutions vary and likewise the numbers enrolled vary per program. These vari-

ations create different demands for facilities. Institutions with a heavy demand in sciences, drama and similar programs requiring specialized space may have more space per FTE student. In some instances, new programs may not reach anticipated enrollment as fast as planned and in some instances the reverse may be true. It should also be noted that all of the State Colleges have shifted in recent years from "Teacher Colleges" to liberal arts colleges with some specialized programs in related fields. The matching of program and enrollment demands has been a constant problem throughout the U.S. as well as in Maryland.

(2) Large single purpose types of space such as auditoria, libraries and physical education facilities are authorized for each institution on the basis of 10 year enrollment projections vs. 5 years for classrooms, offices and other similar facilities. Accordingly, institutions may either find themselves ahead or behind in this single purpose space depending upon their growth patterns and rates.

(3) The rapid growth of community colleges has effected the growth patterns of nearby senior institutions. Furthermore, there has been a greater rate of increase in part time students and women entering college. Both of these factors have affected the facilities needs and availability, and the amount of space per FTE student.

5. Per Capita Expenditures

The attached charts show the amounts of capital expenditures authorized by the General Assembly for each institution in the past 10 years. Most of the rationale discussed in previous paragraphs with respect to reasons for variations in sq. ft./FTE student are equally applicable in making comparisons of per capita capital expenditures. For example a new library at one institution will cost more per FTE student because of the larger amount of space per FTE and the higher unit cost than common spaces such as offices and classrooms. Also, as may be seen from the descriptions under the "Condition of Facilities", the various institutions were started in various ways, some as private institutions and some as State institutions or were transferred to the State system at various times. The mere quotation of a "per capita" expenditure could be misleading. For this reason, the descriptions under the heading "Condition of Facilities" includes some of the history of institutions, the age of their facilities as well as growth and expenditures in the past 10 years. This period was selected since it corresponds to the tenth anniversary of the State's decision to create the Maryland Council for Higher Education in order to establish and improve statewide coordination. This period is also the period of greatest growth in higher education in Maryland which of course severely taxed the State's capital resources.

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

UNDER 1,000 FTE STUDENTS

Predominantly Black

UNIVERSITY OF MARYLAND EASTERN SHORE

a.	Existing NASF (1973)	218,967
b.	FTE Students (1973)	940
c.	NASF/FTE (1973)	233
d.	Under construction & proposed (NASF)	130,183
e.	Proj. 1980 Facilities(NASF)	349,150
f.	Proj. 1980 FTE Students	1,726
g.	Proj. NASF/FTE (1980)	202

CONDITION OF FACILITIES

UMES came under complete State control as a college in 1926 with a few buildings and agricultural facilities most of which have been replaced since 1948. About 75% of the present facilities were constructed after 1954. In the last ten years the following facilities have been added:

Home Economics Building	5,260 GSF
Physical Education	45,657
Library	40,436
Home Economic Cottage	2,821
Storage Building	4,500
Fine Arts/auditorium	38,172
Science Building	38,427

State appropriations for new facilities and renovations during the period 1964-1974 total $9,355,700. The college enrollment grew from 632 FTE in 1964 to 940 FTE in 1974.

The present facilities are considered adequate except for the following:

1) Industrial Arts Building 8,593 GSF - Replacement Proposed-FY 1977-1978
2) Classroom Lab Building 27,509 GSF - Renovation Proposed-FY 1976-1977
3) Former Gymnasium 24,502 GSF - (For Classroom/Laboratories/Offices) Renovation Proposed-FY 1976-1977

Predominantly White

ST. MARY'S COLLEGE OF MARYLAND

a.	Existing NASF (1973)	155,922
b.	FTE Students (1973)	998
c.	NASF/FTE (1973)	157
d.	Under construction & proposed (NASF)	40,000
e.	Proj. 1980 Facilities(NASF)	195,922
f.	Proj. 1980 FTE Students	1,445
g.	Proj. NASF/FTE (1980)	135

CONDITION OF FACILITIES

Although there are a few old buildings circa 1909 on campus, 84% of the facilities have been built and extensively renovated since 1940. From 1964 through 1974, the State appropriated $7,093,400 for new facilities and renovations. The growth during that period was from a 2 year junior college with 270 FTE to a 4 year liberal arts with 998 FTE students. The facilities, with the exception of a 1909 classroom/office building are considered adequate, and in some instances excellent. In the past 10 years, the following facilities have been added:

Student Union	21,000 CSF
Library	26,000
Gymnasium	44,198
Maintenance & Storage	6,240
Infirmary	4,267

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

1,000-3,000 FTE STUDENTS

Predominantly Black

BOWIE STATE COLLEGE

a.	Existing NASF (1973)	285,506
b.	FTE Students (1973)	2,255
c.	NASF/FTE (1973)	127
d.	Under Construction & Proposed (NASF)	253,041
e.	Proj. 1980 Facilities (NASF)	538,547
f.	Proj. 1980 FTE Students	4,200
g.	Proj. NASF/FTE (1980)	128

CONDITION OF FACILITIES

The facilities at Bowie were built in phases approximately as follows:

Prior 1946	2%
1947-1963	16%
1964-Present	82%

With the exception of the pre-1930 buildings, the facilities are generally in excellent condition. Older facilities have been renovated recently.

In the past 10 years, the following new facilities have been constructed:

Science Classroom Building	31,534 GSF
Student Union-Dining	22,819
Infirmary	4,244
Maintenance Building	5,2[illegible]
Physical Education	91,0[illegible]
Auditorium/Arts	130,000

Bowie has grown from 520 FTE in 1964 to 2,255 FTE in 1973-4. During the past 10 years, the State has appropriated approximately $24,370,600 for new facilities at Bowie.

Predominantly White

FROSTBURG STATE COLLEGE

a.	Existing NASF (1973)	303,030
b.	FTE Students (1973)	2,815
c.	NASF/FTE (1973)	108
d.	Under Construction & Proposed (NASF)	188,150
e.	Proj. 1980 Facilities (NASF)	491,180
f.	Proj. 1980 FTE Students	3,500
g.	Proj. NASF/FTE (1980)	140

CONDITION OF FACILITIES

The facilities at Frostburg were built in phases approximately as follows:

Prior 1930	8%
1931-1964	21%
1964-Present	71%

With the exception of the pre-1930 buildings, the facilities are in excellent condition.

In the past 10 years, the following new facilities have been constructed:

Science Building	62,687 GSF
Infirmary	4,244
Dining Hall Addition	29,331
Library	34,390
Classroom Building	42,155
Fine Arts Building	35,558
Student Union Building *	62,154

* Funded by Student Activity Fee

Frostburg has grown from 1,768 FTE in 1964 to 2,815 FTE in 1973-4. During the past 10 years the State has appropriated approximately $26,339,800 for new facilities at Frostburg.

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSINT)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

1,000--3,000 FTE STUDENTS

Predominantly Black

COPPIN STATE COLLEGE

a. Existing NASF (1973)	157,070
b. FTE Students (1973)	2,145
c. NASF/FTE (1973)	73
d. Under Construction & Proposed (NASF)	184,403
e. Proj. 1980 Facilities (NASF)	341,473
f. Proj. 1980 FTE Students	3,000
g. Proj. NASF/FTE (1980)	114

CONDITION OF FACILITIES

Coppin facilities were constructed in periods as follows:

1904	14%
1959-64	24%
1965-Present	62%

The older 1904 building is to be replaced with a modern administration building which has been funded by the State. The college was transferred to State control in 1950 and the facilities built since that time are relatively new and in excellent condition. In 1964 Coppin had only 431 FTE students and there was some concern in later years as to its future. However, the college grew steadily and markedly after 1969 and now has 2,145 FTE students. Growth in enrollment was so rapid that it outstripped facilities, however large appropriations in recent years totalling $17,762,900 will alleviate the current shortage of facilities. In the past ten years the following new facilities have been constructed:

Science Classroom Building	35,550 GSF
Addition to Physical Education	26,800
Auditorium/Classroom	42,000
Dining Hall/Student Union	23,800

The State has appropriated approximately $22,520,900 in the past 10 years for new facilities at Coppin.

Predominantly White

SALISBURY STATE COLLEGE

a. Existing NASF (1973)	209,883
b. FTE Students (1973)	2,127
c. NASF/FTE (1973)	99
d. Under Construction & Proposed (NASF)	168,448
e. Proj. 1980 Facilities (NASF)	378,331
f. Proj. 1980 FTE Students	3,000
g. Proj. NASF/FTE (1980)	126

CONDITION OF FACILITIES

Salisbury facilities were constructed in periods as follows:

1924 or earlier	43%
1925-1955	13%
1956-Present	43%

The oldest facility, Holloway Hall, built in 1924 has been renovated four times in the past and is now under extensive renovations.

A small building used for music instruction is not suitable and eventually will be replaced or converted.

In 1964, Salisbury had 624 FTE Students and was growing at a rate of about 40 students per year until 1969 after which it suddenly experienced a marked increase in growth averaging over 280 students per year. - (2,127 FTE in Fall of 1973)

Since 1964, the following facilities have been added:

Maintenance	6,150 GSF
Musical Arts	6,071
Science	59,886
Student Union Dining	28,756

The State has appropriated approximately $15,032,000 for facilities at Salisbury in the last 10 years.

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

3,000 to 10,000 FTE STUDENTS

Predominantly Black

MORGAN STATE COLLEGE

a.	Existing NASF (1973)	551,639
b.	FTE Students (1973)	4,686
c.	NASF/FTE (1973)	118
d.	Under Construction & Proposed (NASF)	40,099
e.	Proj. 1980 Facilities (NASF)	591,738
f.	Proj. 1980 FTE Students	5,000
g.	Proj. NASF/FTE (1980)	118

CONDITION OF FACILITIES

Morgan acquired its present campus in 1917 and built with the aid of private and State funds; its initial buildings totalling about 99,000 GSF, and operated as a private college. It officially became a State institution in 1939. In the next 20 years approvimately 315,000 GSF of facilities were added. By 1959 Morgan reached an enrollment of 2,423 total students and was the largest of the State's 4 year colleges. During the past ten years, the renovation of older facilities has been initiated and the following new facilities completed:

Fine Arts Building	48,624 GSF
Classroom Building	57,787
Addition to Fine Arts	30,762
Physical Education Facility	87,962
Library	106,632
Student Union Building *	69,413

*Funded by Student Activity Fee

The college grew from 2,879 FTE in 1964 to 4,686 FTE (Fall of 1973).

The State appropriated $19,131,400 for capital improvements in this same period.

With minor exceptions which are being corrected by renovations, the facilities are considered very good to excellent.

Predominantly White

TOWSON STATE COLLEGE

a.	Existing NASF (1973)	757,698
b.	FTE Students (1973)	8,887
c.	NASF/FTE (1973)	85
d.	Under Construction & Proposed (NASF)	294,965
e.	Proj. 1980 Facilities (NASF)	1,052,663
f.	Proj. 1980 FTE Students	10,200
g.	Proj. NASF/FTE (1980)	103

CONDITION OF FACILITIES

Approximately 89% of Towson's facilities have been constructed since 1957. Older buildings have been renovated in recent years and in general the campus is in excellent condition. The following have been constructed in the past ten years:

Library	180,356 GSF
Classroom Building	96,006
Science Building	79,394
Physical Education	106,828
General Service Building	22,249
Administration Building	63,750
Fine Arts	165,927
Student Center	*160,103

* Funded with Student Activity Fee.

Towson State College has grown from 3,412 FTE in Fall 1964 to 8,887 FTE in Fall 1973.

In the past 10 years, the State has appropriated approximately $49,169,200 for facilities at Towson.

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

3,000-10,000 FTE STUDENTS

Predominantly White

UNIVERSITY OF BALTIMORE

a. Existing NASF (1973)	180,824
b. FTE Students (1973)	3,409
c. NASF/FTE (1973)	53
d. Under Construction & Proposed (NASF)	(See remarks below)
e. Proj. 1980 Facilities (NASF)	
f. Proj. 1980 FTE Students	
g. Proj. NASF/FTE (1980)	

CONDITION OF FACILITIES

By an act of the 1973 General Assembly, the University of Baltimore is scheduled to be transferred to State control in January 1975. The present facilities at N. Charles Street were acquired and converted from commercial buildings since 1947. In 1966 a new library was built (60,800 GSF) and in 1971 a new academic building (120,000 GSF) was opened, financed with private, federal and State funds ($1,250,000). In 1952 outdoor athletic fields plus a field service facility (11,000 GSF) was acquired.

Two older buildings on Howard Street and Madison Street are of pre-1930 construction and are unsuitable for modern instruction. Disposal is planned.

Although the library and converted facilities at N. Charles are well maintained, there are marked deficiencies in several types of space such as laboratories, offices, etc. University of Baltimore is to become an upper division institution with a law school and is now preparing plans for its future development.

Since 1964, the University grew from 2,680 FTE U.Grad/Grad, 231 FTE law to 2,507 FTE UG/grad plus 902 FTE.

Future enrollment and facilities requirements have not yet been determined.

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

Predominantly White

3,000-10,000 FTE STUDENTS

UNIVERSITY OF MARYLAND-BALTIMORE COUNTY

a.	Existing NASF (1973)	481,739
b.	FTE Students (1973)	4,854
c.	NASF/FTE (1973)	99
d.	Under Construction & Proposed (NASF)	612,635
e.	Proj. 1980 Facilities (NASF)	1,094,374
f.	Proj. 1980 FTE Students	8,354
g.	Proj. NASF/FTE (1980)	131

CONDITION OF FACILITIES

The UMBC campus opened classes in Fall of 1966. All of the academic and major supporting facilities have been constructed since that date, i.e. in the last 8 years. The UMBC therefore has an entirely new modern campus except for an old hospital building formerly used for administration until the present administration building was built. The present facilities are therefore considered excellent.

The UMBC grew from an initial enrollment of 760 total students in 1966 to an enrollment of 4,854 FTE in Fall 1973

The State has appropriated $46,067,000 in the last 10 years for the development of this campus.

MARYLAND COUNCIL FOR HIGHER EDUCATION

ACADEMIC & SUPPORTING FACILITIES (EXCLUDING HOUSING)
MARYLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(NET ASSIGNABLE SQ. FT.)

*
OVER 10,000 FTE STUDENTS   Predominantly White

UNIVERSITY OF MARYLAND-COLLEGE PARK

a. Existing NASF (1973)	3,135,876
b. FTE Students (1973)	29,408
c. NASF/FTE (1973)	107
d. Under Construction & Proposed (NASF)	1,114,488
e. Proj. 1980 Facilities (NASF)	4,250,364
f. Proj. 1980 Students *	32,520
g. Proj. NASF/FTE (1980)	131

* UMCP enrollment projections for 1980 based upon 24,654 FTE undergraduates plus 7,866 head count graduates - total 32,520 students.

CONDITION OF FACILITIES

UMCP facilities were built in approximately the following stages:

Prior 1934	5%
1935-1944	7%
1945-1954	12%
1955-1964	12%
1965-Present	64%

The UMCP had a marked growth in the period 1959-1971 increasing enrollment from approximately 11,000 FTE students in 1959 to 30,777 in 1971. In recent years, the enrollment has declined slightly. In the past ten years, approximately 1,850,000 NASF have been added and an extensive renovation program has been carried on. Current master plans call for demolition of a few older buildings and extensive renovation on other pre 1940 buildings. With these few exceptions, the facilities are in good condition and the modern additions in recent years (64%) are in excellent condition.

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 1,000 OR UNDER)

UNIVERSITY OF MARYLAND - EASTERN SHORE	State General Fund Support per FTE	Total Instructional and Instruction - Related Costs per FTE	ST. MARY'S COLLEGE OF MARYLAND	State General Fund Support per FTE	Total Instructional and Instruction - Related Costs per FTE
Fiscal Year 1973 (773 FTE)	$ 3757	$ 3871	Fiscal Year 1973 (954 FTE)	$ 1992	$ 2391
Fiscal Year 1974 (940 FTE)	3421	3640	Fiscal Year 1974 (998 FTE)	2062	2420

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 1,000 TO 3,000)

BOWIE STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction-Related Costs per FTE	FROSTBURG STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction-Related Costs per FTE
Fiscal Year 1973 (2012 FTE)	$ 1969	$ 2377	Fiscal Year 1973 (2634 FTE)	$ 2025	$ 2307
Fiscal Year 1974 (2255 FTE)	1855	2456	Fiscal Year 1974 (2815 FTE)	1731	2097

COPPIN STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction-Related Costs per FTE	SALISBURY STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction-Related Cost per FTE
Fiscal Year 1973 (2299 FTE)	$ 1292	$ 1520	Fiscal Year 1973 (1890 FTE)	$ 1595	$ 1932
Fiscal Year 1974 (2145 FTE)	1543	1740	Fiscal Year 1974 (2127 FTE)	1480	1783

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 3,000 TO 10,000)

MORGAN STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction Related Costs per FTE	TOWSON STATE COLLEGE	State General Fund Support per FTE	Total Instructional & Instruction-Related Costs per FTE
Fiscal Year 1973 (5136 FTE)	$ 1523	$ 1750	Fiscal Year 1973 (8309 FTE)	$ 1258	$ 1629
Fiscal Year 1974 (4686 FTE)	1604	2022	Fiscal Year 1974 (8887 FTE)	1203	1612

			UNIVERSITY OF MARYLAND - BALTIMORE COUNTY	State General Fund Support per FTE	Total Instructional & Instruction-Related Costs per FTE
			Fiscal Year 1973 (4391 FTE)	$ 1799	$ 2320
			Fiscal Year 1974 (4817 FTE)	1725	2295

PROFILE OF TRENDS IN THE STATE GENERAL FUND SUPPORT PER FTE STUDENT AND THE TOTAL INSTRUCTIONAL AND INSTRUCTION - RELATED COSTS PER FTE

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 10,000 OR OVER)

	UNIVERSITY OF MD. COLLEGE PARK	State General Fund Support per FTE	Total Instructional & Instruction-Related Costs per FTE
	Fiscal Year 1973 (30,460 FTE)	$ 1383	$ 2053
	Fiscal Year 1974 (29,408 FTE)	1392	2101

NAME OF INSTITUTION
UNIVERSITY OF MARYLAND - EASTERN SHORE

1. INSTITUTION CODE NUMBER
002106

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION: INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1			1	2		2				13	3	15
WOMEN	2										3	1	4
INSTRUCTIONAL FACULTY MEN	3	59[1]	4	60									
WOMEN	4	21	4	22									
TEACHING ASSISTANTS AND ASSOCIATES MEN	5												
WOMEN	6												
PROFESSIONAL *(other than Executive and Instructional)* MEN	7				2		2	3		3	11	4	12
WOMEN	8				3		3	5		5	10		10
TOTAL *(sum of lines 1–8)*	9	80	8	83	7		7	8		8	37	8	41
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10										140	10*	150

[1] Includes two (2) males on leave with pay

*Temporary employees working full time now

NAME OF INSTITUTION
ST. MARY'S COLLEGE OF MARYLAND

1. INSTITUTION CODE NUMBER
002095

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1	3		3				1		1	10		10
WOMEN	2										3		3
INSTRUCTIONAL FACULTY MEN	3	43	10	46					3	1			
WOMEN	4	10	11	16					5	1			
TEACHING ASSISTANTS AND ASSOCIATES MEN	5												
WOMEN	6												
PROFESSIONAL *(other than Executive and Instructional)* MEN	7										14	1	14
WOMEN	8							1		1	12		12
TOTAL *(sum of lines 1–8)*	9	56	21	65				2	8	4	39	1	39
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	4		4				1		1	77		77

NAME OF INSTITUTION BOWIE STATE COLLEGE

1. INSTITUTION CODE NUMBER 002062

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO.	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
(1)	(2)	FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1	3		3	1		1	1		1	22		22
WOMEN	2	3		3	7		7				16		16
INSTRUCTIONAL FACULTY MEN	3	72	34	83				2		2			
WOMEN	4	60	14	64				4		4			
TEACHING ASSISTANTS AND ASSOCIATES MEN	5	8	5	10	3		3						
WOMEN	6	12	9	15	6		6						
PROFESSIONAL *(other than Executive and Instructional)* MEN	7	9		9	5	5	7				6	3	7
WOMEN	8	14		14	8	6	10				11	1	11
TOTAL *(sum of lines 1–8)*	9	181	62	201	30	11	34	7		7	55	4	56
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	56		56	14		14	2		2	164		164

NAME OF INSTITUTION
FROSTBURG STATE COLLEGE

1. INSTITUTION CODE NUMBER
002072

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1										32		32
WOMEN	2										14		14
INSTRUCTIONAL FACULTY MEN	3	134		134									
WOMEN	4	34		34									
TEACHING ASSISTANTS AND ASSOCIATES MEN	5												
WOMEN	6												
PROFESSIONAL *(other than Executive and Instructional)* MEN	7										11	4	13
WOMEN	8												
TOTAL *(sum of lines 1–8)*	9												59
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	19		19							252	2	253

NAME OF INSTITUTION

COPPIN STATE COLLEGE

1. INSTITUTION CODE NUMBER

002068

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1										26		26
WOMEN	2										12		12
INSTRUCTIONAL FACULTY MEN	3	85	50	102							1		1
WOMEN	4	51	42	65							2		2
TEACHING ASSISTANTS AND ASSOCIATES MEN	5	1	0	1									
WOMEN	6	1	0	1									
PROFESSIONAL *(other than Executive and Instructional)* MEN	7	9	0	9									
WOMEN	8	9	1	9									
TOTAL *(sum of lines 1–8)*	9	156	93	187							41		41
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	117											

NAME OF INSTITUTION
SALISBURY STATE COLLEGE

1. INSTITUTION CODE NUMBER
002091

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1	3		3							7		7
WOMEN	2	3		3							2		2
INSTRUCTIONAL FACULTY MEN	3	94	2	96									
WOMEN	4	27	1	28									
TEACHING ASSISTANTS AND ASSOCIATES MEN	5	—											
WOMEN	6												
PROFESSIONAL *(other than Executive and Instructional)* MEN	7	6		6							13		13
WOMEN	8	1		1							9		9
TOTAL *(sum of lines 1–8)*	9	134	3	137							31		31
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	16		16							151		151

NAME OF INSTITUTION MORGAN STATE COLLEGE

1. INSTITUTION CODE NUMBER 002033

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO.	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
(1)	(2)	FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1										44		44
WOMEN	2										22		22
INSTRUCTIONAL FACULTY MEN	3	176	96	210							3		3
WOMEN	4	111	61	129									
TEACHING ASSISTANTS AND ASSOCIATES MEN	5		1										
WOMEN	6		5	2									
PROFESSIONAL *(other than Executive and Instructional)* MEN	7	8	2	9									
WOMEN	8	15	1	15									
TOTAL *(sum of lines 1–8)*	9	310	166	365							69		69
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	341											

NAME OF INSTITUTION TOWSON STATE COLLEGE

1. INSTITUTION CODE NUMBER - ___ - ___ - ___

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO.	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
(1)	(2)	FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1										73		73
WOMEN	2										21	1	22
INSTRUCTIONAL FACULTY MEN	3	289	109	326									
WOMEN	4	133	62	158									
TEACHING ASSISTANTS AND ASSOCIATES MEN	5												
WOMEN	6												
PROFESSIONAL *(other than Executive and Instructional)* MEN	7										4	8	6
WOMEN	8										23	3	24
TOTAL *(sum of lines 1–8)*	9	422	171	484							121	12	125
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10										402		402

NAME OF INSTITUTION
UNIVERSITY OF MARYLAND - BALTIMORE CITY

1. INSTITUTION CODE NUMBER [illegible]

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO.	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
(1)	(2)	FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL **MEN**	1	23		22	4		4	18		24	23		18
WOMEN	2	9		8	2		2	35		35	3		3
INSTRUCTIONAL FACULTY **MEN**	3	289	69	317	49	3	48	93	12	113	43	51	90
WOMEN	4	160	22	177	19		17	28	7	31	43	11	48
TEACHING ASSISTANTS AND ASSOCIATES **MEN**	5												
WOMEN	6												
PROFESSIONAL *(other than Executive and Instructional)* **MEN**	7	23	19	33	20	3	22	362	5	376	64	6	54
WOMEN	8	14	7	16	17	5	18	709	31	736	79	7	70
TOTAL *(sum of lines 1–8)*	9	518	117	574	111	11	111	1245	55	1315	255	75	283
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	226	5	230	40	10	54	1552	25	1718	551	5	389

The faculty for the Health Professions are included on Lines 3 and 4 Columns 3 and 4.

NAME OF INSTITUTION UNIVERSITY OF MARYLAND - BALTIMORE COUNTY

1. INSTITUTION CODE NUMBER 002105

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY	LINE NO.	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
(1)	(2)	FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1	10		10		1	1				7		7
WOMEN	2										2		2
INSTRUCTIONAL FACULTY MEN	3	207	25	215									
WOMEN	4	56	20	63									
TEACHING ASSISTANTS AND ASSOCIATES MEN	5	28		28									
WOMEN	6	11		11									
PROFESSIONAL *(other than Executive and Instructional)* MEN	7	1		1							29	1	29
WOMEN	8										22	2	23
TOTAL *(sum of lines 1–8)*	9	313	45	328		1	1				60	3	61
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	50		50							176	4	177

NAME OF INSTITUTION

UNIVERSITY OF MARYLAND - COLLEGE PARK CAMPUS

1. INSTITUTION CODE NUMBER

002103

– NUMBER OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS, BY PROGRAM FUNCTION AND OCCUPATIONAL ACTIVITY, FALL 1973

OCCUPATIONAL ACTIVITY (1)	LINE NO. (2)	PROGRAM FUNCTION											
		INSTRUCTION			ORGANIZED RESEARCH			PUBLIC SERVICE			ACADEMIC SUPPORT, STUDENT SERVICE, AND INSTITUTIONAL SUPPORT		
		FULL TIME (3)	PART TIME (4)	TOTAL FTE (5)	FULL TIME (6)	PART TIME (7)	TOTAL FTE (8)	FULL TIME (9)	PART TIME (10)	TOTAL FTE (11)	FULL TIME (12)	PART TIME (13)	TOTAL FTE (14)
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL MEN	1	77	0	75	10	0	11	7	0	6	68	0	68
WOMEN	2	12	0	11	0	0	0	0	0	0	13	0	13
INSTRUCTIONAL FACULTY MEN	3	1020	163	1082	–	–	–	–	–	–	–	–	–
WOMEN	4	253	92	297	–	–	–	–	–	–	–	–	–
TEACHING ASSISTANTS AND ASSOCIATES MEN	5	19	835	299	–	–	–	–	–	–	–	–	–
WOMEN	6	2	436	147	–	–	–	–	–	–	–	–	–
PROFESSIONAL *(other than Executive and Instructional)* MEN	7	15	1	16	254	322	379	154	4	151	219	57	244
WOMEN	8	5	0	6	33	78	62	81	5	85	126	51	150
TOTAL *(sum of lines 1–8)*	9	1403	1527	1933	297	400	452	242	9	242	426	108	475
NONPROFESSIONALS *(technical, office, crafts and trades, and service)*	10	346	27	367	206	22	222	244	17	249	1870	71	1911

PROFILE OF TRENDS IN LIBRARY UNITS PROVIDED PER FTE STUDENT

PREDOMINANTLY BLACK ENROLLMENT — PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 1,000 OR UNDER)

INSTITUTION — INSTITUTION

UNIVERSITY OF MD.- EASTERN SHORE		ST. MARY'S COLLEGE OF MARYLAND	
Fiscal Year 1973 (773 FTE)	34	Fiscal Year 1973 (954 FTE)	56
Fiscal Year 1974 (940 FTE)	38	Fiscal Year 1974 (998 FTE)	56

(ENROLLMENT OF 1,000 TO 3,000)

BOWIE STATE COLLEGE		FROSTBURG STATE COLLEGE	
Fiscal Year 1973 (2012 FTE)	41	Fiscal Year 1973 (2634 FTE)	88
Fiscal Year 1974 (2255 FTE)	43	Fiscal Year 1974 (2815 FTE)	88

COPPIN STATE COLLEGE		SALISBURY STATE COLLEGE	
Fiscal Year 1973 (2299 FTE)	43	Fiscal Year 1973 (1890 FTE)	77
Fiscal Year 1974 (2145 FTE)	47	Fiscal Year 1974 (2127 FTE)	73

PROFILE OF TRENDS IN LIBRARY UNITS PROVIDED PER FTE STUDENT

PREDOMINANTLY BLACK ENROLLMENT **PREDOMINANTLY WHITE ENROLLMENT**

(ENROLLMENT OF 3,000 TO 10,000)

INSTITUTION		INSTITUTION	
MORGAN STATE COLLEGE		TOWSON STATE COLLEGE	
Fiscal Year 1973 (5136 FTE)	64	Fiscal Year 1973 (8309 FTE)	54
Fiscal Year 1974 (4686 FTE)	74	Fiscal Year 1974 (8887 FTE)	56
		UNIVERSITY OF MARYLAND - BALTIMORE CO.	
		Fiscal Year 1973 (4391 FTE)	47
		Fiscal Year 1974 (4817 FTE)	61

(ENROLLMENT OVER 10,000)

		UNIVERSITY OF MARYLAND - COLLEGE PARK	
		Fiscal Year 1973 (30,460 FTE)	66
		Fiscal Year 1974 (29,408 FTE)	68

PROFILE OF FACULTY SALARIES

FOR NINE - TEN MONTH TEACHING YEAR

ENROLLMENT OF 1,000 OR UNDER

INSTITUTION	INSTITUTION
Predominantly Black Enrollment	Predominantly White Enrollment

UNIVERSITY OF MARYLAND - EASTERN SHORE	AVERAGE SALARY	ST. MARY'S COLLEGE OF MARYLAND	AVERAGE SALARY
Professor	$ 18,744	Professor	$ 15,114
Associate Professor	16, 214	Associate Professor	13,094
Assistant Professor	12,900	Assistant Professor	12,092
Instructor	10,334	Instructor	9,527

PROFILE OF FACULTY SALARIES

FOR NINE - TEN MONTH TEACHING YEAR

ENROLLMENT OF 1,000 TO 3,000

INSTITUTION Predominantly Black Enrollment		INSTITUTION Predominantly White Enrollment	
BOWIE STATE COLLEGE	AVERAGE SALARY	FROSTBURG STATE COLLEGE	AVERAGE SALARY
Professor	$ 19,573	Professor	$ 19,778
Associate Professor	16,315	Associate Professor	15,329
Assistant Professor	12,952	Assistant Professor	12,941
Instructor	10,035	Instructor	10,459

COPPIN STATE COLLEGE	AVERAGE SALARY	SALISBURY STATE COLLEGE	AVERAGE SALARY
Profesor	$ 18,936	Professor	$ 19,446
Associate Professor	15,513	Associate Professor	15,056
Assistant Professor	12,783	Assistant Professor	11,972
Instructor	10,572	Instructor	10,300

PROFILE OF FACULTY SALARIES

FOR NINE - TEN MONTH TEACHING YEAR

ENROLLMENT OF 3,000 TO 10,000

INSTITUTION Predominantly Black Enrollment		INSTITUTION Predominantly White Enrollment	
MORGAN STATE COLLEGE	AVERAGE SALARY	TOWSON STATE COLLEGE	AVERAGE SALARY
Professor	$ 20,500	Professor	$ 18,799
Associate Professor	15,753	Associate Professor	15,109
Assistant Professor	12,582	Assistant Professor	12,286
Instructor	9,995	Instructor	10,505

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY	AVERAGE SALARY
Professor	$ 23,292
Associate Professor	16,686
Assistant Professor	13,412
Instructor	10,363

PROFILE OF FACULTY SALARIES

FOR NINE - TEN MONTH TEACHING YEAR

ENROLLMENT OVER 10,000

Predominantly Black Enrollment

Predominantly White Enrollment

INSTITUTION

UNIVERSITY OF MARYLAND - COLLEGE PARK	AVERAGE SALARY
Professor	$ 21,789
Associate Professor	16,500
Assistant Professor	13,641
Instructor	9,373

PROFILE OF TRENDS IN THE STUDENT FACULTY RATIO

PREDOMINANTLY BLACK ENROLLMENT — PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 1,000 OR UNDER)

INSTITUTION — INSTITUTION

UNIVERSITY OF MARYLAND EASTERN SHORE		ST. MARY'S COLLEGE OF MARYLAND	
Fiscal Year 1973 (773 FTE)	10:1	Fiscal Year 1973 (954 FTE)	17.2:1
Fiscal Year 1974 (940 FTE)	11:1	Fiscal Yeat 1974 (998 FTE)	17.5:1

(ENROLLMENT OF 1,000 TO 3,000)

BOWIE STATE COLLEGE		FROSTBURG STATE COLLEGE	
Fiscal Year 1973 (2012 FTE)	12.9:1	Fiscal Year 1973 (2634 FTE)	15.9:1
Fiscal Year 1974 (2255 FTE)	15.1:1	Fiscal Year 1974 (2815 FTE)	17.2:1

COPPIN STATE COLLEGE		SALISBURY STATE COLLEGE	
Fiscal Year 1973 (2299 FTE)	16.3:1	Fiscal Year 1973 (1890 FTE)	16.8:1
Fiscal Year 1974 (2145 FTE)	17.7:1	Fiscal Year 1974 (2127 FTE)	17.9:1

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PROFILE OF TRENDS IN THE STUDENT FACULTY RATIO

PREDOMINANTLY BLACK ENROLLMENT

PREDOMINANTLY WHITE ENROLLMENT

(ENROLLMENT OF 3,000 TO 10,000)

INSTITUTION

INSTITUTION

MORGAN STATE COLLEGE		TOWSON STATE COLLEGE	
Fiscal Year 1973 (5136 FTE)	15.4:1	Fiscal Year 1973 (8309 FTE)	15.7:1
Fiscal Year 1974 (4686 FTE)	16.7:1	Fiscal Year 1974 (8887 FTE)	16.4:1

		UNIVERSITY OF MARYLAND - BALTIMORE CO.	
		Fiscal Year 1973 (4391 FTE)	18:1
		Fiscal Year 1974 (4817 FTE)	18:1

(ENROLLMENT OVER 10,000)

		UNIVERSITY OF MARYLAND - COLLEGE PARK	
		Fiscal Year 1973 (30,460 FTE)	15.4:1
		Fiscal Year 1974 (29,408 FTE)	16.0:1